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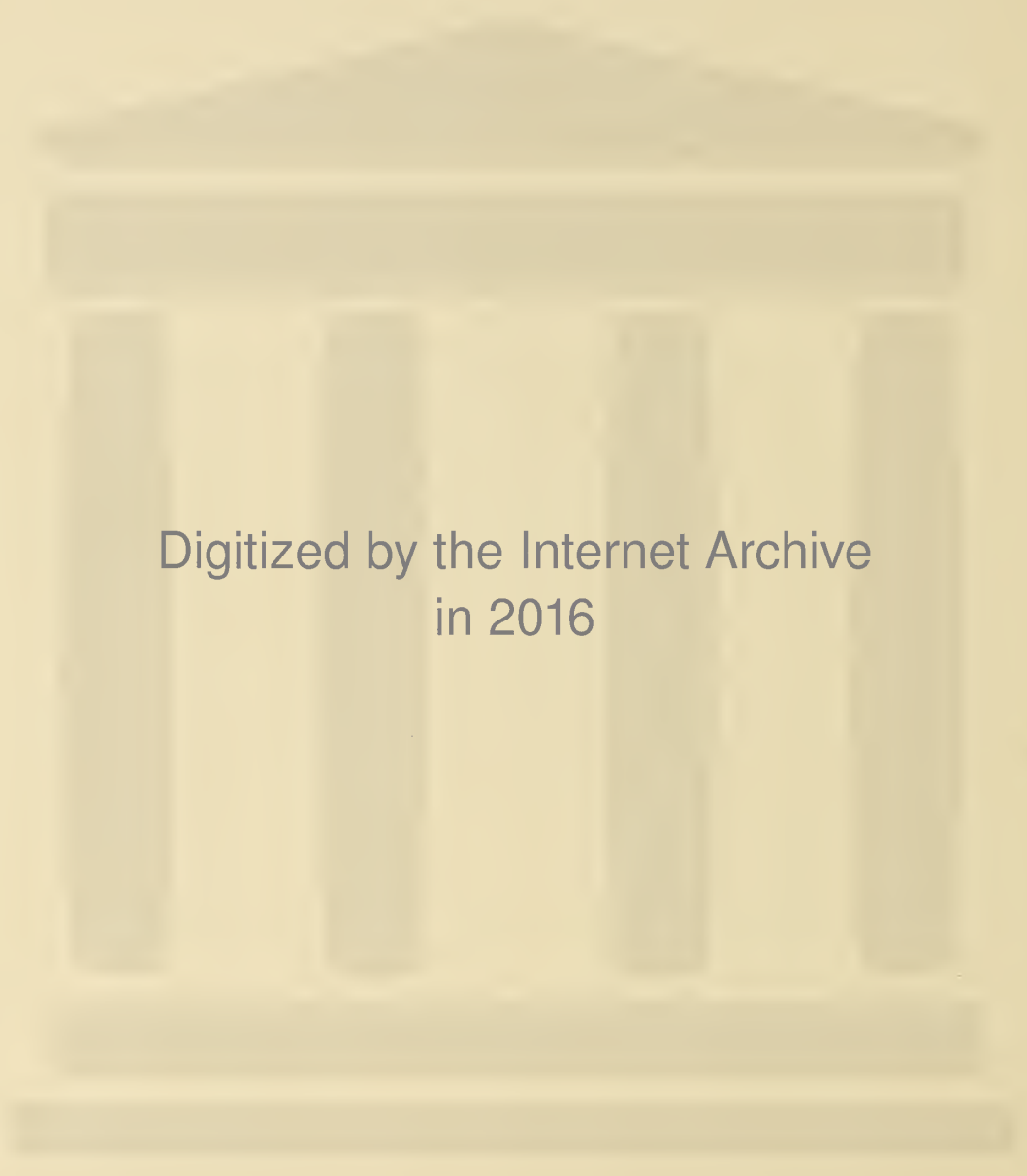
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THE WEEK IN REVIEW

THE AUSTRIAN REPLY.

The Austrian reply to the second note regarding the sinking of the Ancona was more conciliatory in tone than had been anticipated, and went far toward meeting the American demands. It declared that the commander of the submarine had been punished for exceeding his instructions in so far that he failed to make allowance for the panic among the passengers so as to permit their escape; and it promised indemnity to American citizens who suffered. It expressed assent to the principle that private ships which do not flee or offer resistance should not be destroyed without allowing those on board to escape; though it did not distinctly promise that there should be no repetition of the Ancona incident. For the rest, the note was mainly an elaborate statement of the circumstances, a shouldering of responsibility upon the crew of the Ancona for the loss of life, and a disavowal of liability for lives lost while the ship was in flight, or by the faulty lowering of lifeboats, and the capsizing of boats. This was followed, however, by a promise to disregard "gaps in proof" in particular claims for indemnity.

ALMOST A SECOND LUSITANIA.

The sinking of the British passenger ship Persia in the Mediterranean by a torpedo ranks with the sinking of the Cunarder Lusitania among the submarine tragedies of the war. The ship was attacked without warning; no attempt was made to assist those on board; and the ship sank five minutes after the torpedo struck her, carrying with her about one-half of the passengers and crew. There were several Americans on board, among them the newly-appointed consul at Aden, Arabia, Robert N. McNeely. There was no panic, and the survivors report that the crew behaved splendidly. There is, therefore, no room for such quibbling as was contained in the Austrian note, attempting to throw the blame for the loss of life upon the crew. Coming, as it did, just as the Austrian reply to the note on the Ancona was published, it seemed to afford fresh proof of the inadequacy of diplomatic exchanges to check the horrible submarine warfare upon unarmed merchant shipping.

THE CONSCRIPTION QUESTION IN GREAT BRITAIN.

The crisis over compulsory service in Great Britain has advanced so far as this, that the Cabinet, at the cost of whatever divisions may be caused in its own ranks and of whatever bitter opposition in Parliament, has determined to push a bill giving it power to force the enlistment of unmarried men, if found necessary. The straits in which the Government finds itself might well appeal to the patriotism of all groups in Parliament and all classes of citizens; but, with the Irish members openly declaring themselves against conscription and the labor unions organizing against it, the crisis is a serious one. The situation may yet be relieved by rapid voluntary enlistment; but, if it is not, it may be hoped that the patriotism of the country will rise to the support of the Government.

THE GERMAN MUNITION PLOTS.

The eight indictments found by the Federal Grand Jury in New York for conspiracy to prevent the manufacture and shipment of arms and ammunition to the Entente Allies cover Captain Franz von Rintelen of the German navy, the chief instigator of munition strikes, who is now a prisoner in England; Representative Buchanan, of the seventh Illinois district; former Attorney-General Monett of Ohio; ex-Congressman Fowler of Illinois; David Lamar, who is regarded as von Rintelen's right hand man in the work of tying up munition plants; and Jacob C. Taylor, Henry B. Martin and Herman Schulteis, officers of the so-called Labor's National Peace Council, a notorious pro-German body, organized with the ostensible purpose of promoting international peace, but financed and controlled by von Rintelen and his associates, with a view to bribing labor leaders and manipulating labor organizations. The trial of these men and of others, who will be indicted later, will lead to startling disclosures.

A MYSTERIOUS EMBASSY.

Speculation is rife as to the real mission upon which Colonel Edwin M. House, the President's confidential adviser, who has been sometimes described as a sort of unofficial ambassador-at-large, has just sailed for Europe. It is vigorously denied that he goes upon any kind of a peace mission, and still more vigorously that he goes to collect information which may lead to the displacement of some American representatives in belligerent countries. It is given out that the object of his visit to European capitals is to convey to American ambassadors exactly what the President thinks and what American sentiment desires, and to bring back confidential statements to the President regarding the European diplomatic situation. But none of the official explanations make the matter very clear.

"PORK" VERSUS PREPAREDNESS.

It is understood that the enemies of the President's plans for national preparedness have hit upon the ingenious scheme of antagonizing bills for army and navy increase with bills for public buildings and river and harbor improvements—bills, that is to say, of the familiar "pork-barrel" type. In this way, they hope to array against the proposals for national defence the strong local and sectional interests which are always eager for a share of the national expenditures. Their argument will be that, if the nation is able to appropriate millions for warships and a larger army, it should have money to spend for good roads, new public buildings, and river and harbor improvements. No less than three appropriation bills for these purposes are being worked out by the respective committees, and the anti-preparedness groups will do their utmost to push them along ahead of bills framed to carry out the President's recommendations.

A BOOMING FOREIGN TRADE.

The intimation that Americans are well content to have the great war go on, because they are making so much money out of it, is entirely

cynical and groundless; but it is perfectly true that our foreign trade is reaching prodigious and unprecedented proportions. In November alone, our imports and exports totalled half a billion dollars. The exports reached \$331,144,000, which was far the largest total on record. During the twelve months ending with November, our exports amounted to \$3,437,000,000, which was one and a half billion dollars in excess of the figures for the preceding year. Our imports for the same period were \$1,730,000,000. As one result of this huge excess of exports over imports, gold is pouring into the country as never before. The net inward gold movement for the twelve months was \$390,983,000, against a net outward movement the year before of \$174,705,000.

THE "MURDER DEATH-RATE."

The statistics of what is graphically called the "murder death-rate" in the United States, by which is meant the ratio which the number of homicides in a given period bears to the total population, are sufficiently depressing. They show a bad state of things steadily growing worse. For the last ten years, the average annual homicide-rate for the thirty cities grouped in the table was 8.1 per 100,000 inhabitants as compared with 5.0 for the preceding decade, and 4.8 for the decade before that. The comparison by cities shows Memphis at the head of the list, with a homicide-rate of 63.7 per 100,000 inhabitants, or nearly eight times the average in the group. The murder death-rate for the registration area of this country for the period 1909-13 was 6.4 per 100,000 of population, as compared with 0.8 for England and Wales, 2.0 for Prussia, 3.6 for Italy, and 1.9 for Australia. These statistics are a painful reflection, not so much upon American laws, but upon the non-enforcement of them.

MAGAZINES

—In "Labor and Capital—Partners" by John D. Rockefeller, Jr., in the January Atlantic, we get a definite statement of the industrial creed of a man who has recently been the victim of more unfavorable publicity and misunderstanding and calumny than any other individual in the country. Now he sets forth clearly his theory of the partnership of labor and capital, and illustrates it by explaining the nature of the "Industrial Constitution" which has recently been devised for the Colorado Fuel and Iron Company. Seldom appears such a valuable contribution toward the solution of the tremendous problems of modern industry. At this season, when prohibition is discussed everywhere, there is also special interest in John Koren's "Social Aspects of Drink." The Atlantic's war articles are as stimulating as usual: Rebecca West writes brilliantly on the growth and transformation of the women of England under the conditions of war; W. J. Ashley, the leading British expert of the economic resources of Germany, explains the cotton situation in that country to-day; Roland G. Usher poses and answers the question, "Can Sea Power Decide the War?" J. W. Headlam unravels the Balkan diplomatic tangle. There is interest for every type of reader in the other Atlantic papers.

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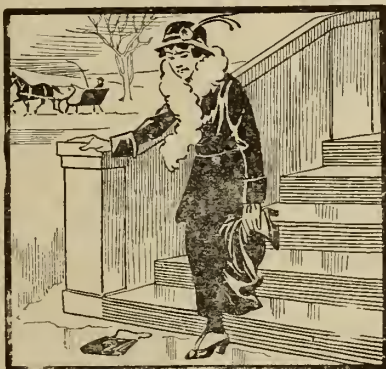
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JANUARY 6, 1916

A. E. WINSHIP, Editor

THE MESSAGE OF EDITH CAVELL

BY ELLA LYMAN CABOT

Boston

A meeting in honor of Edith Cavell was held at Steinert Hall on December 11. "In honor?" questioned Professor George H. Palmer, who presided. "It is difficult to find a suitable word to express our feeling. We cannot honor her. She gives us honor. But in this meeting to-night held simultaneously with one in Canada there is thanksgiving for her going up from two great countries at once."

In the courageous, self-forgetful, truth-loving life of Edith Cavell we meet, with an extraordinary sense of intimacy, a woman so beautiful of soul that I want every teacher in the land and every child in school to hear the story of her sacrifice. The outline of her life everyone knows. The daughter of an English clergyman in a small town in Norfolkshire, she was trained as a nurse. Nine years ago she went to Brussels and established a training school. Up to the time the war broke out hundreds of Belgian and German nurses had come to it. It was characteristic of Miss Cavell that fearing the indignation of the Belgians might make it difficult for the German nurses to get home, she herself escorted them safely across the frontier.

Then came the care of the wounded,—Germans and Belgians alike were nursed by her during the long, breathless year from August, 1914, to August, 1915. Suddenly she was arrested; held for ten weeks in prison; then summarily shot. Of the eager zeal of the American embassy to save her life we may feel proud. Brand Whitlock, the American minister, was ill, but sent by his secretary, Hugh Gibson, an ardent note begging for mercy. Mr. Gibson and Maitre de Leval, Counsellor of the Legation, with the Spanish minister, pressed, with words that went even beyond their authority, the plea for fairness and chivalry to a woman. "Mr. de Leval and I presented," wrote Hugh Gibson, "every argument we could think of. I reminded them of our untiring efforts on behalf of German subjects at the outbreak of the war and during the siege of Antwerp. I pointed out that while our services had been rendered gladly and without any thought of future favors, they should certainly entitle the American minister to some consideration for the only request of this sort he had made since the beginning of the war. I even went so far as to point out the fearful effect of a summary execution of this sort upon public opinion both here and abroad. . . . Unfortunately, our efforts were unavailing. We persevered until it was only too clear that there was no hope of securing any consideration for the case."

And why did Miss Cavell receive a sentence of death after a trial of two days? She had harbored and helped across the frontier some English and French soldiers and some young Belgians. When asked why she did this, she said that she thought that had she not done so they would have been shot by the Germans, and that she only did her duty to her country in saving their lives. "Treason" the German military penal code called this act. Long ago in New England, Ralph Waldo Emerson wrote that no house was complete that did not have a room in which to hide a fugitive slave. Treason, did we call it?

At five in the afternoon of October 12 Edith Cavell was condemned to death. Next morning at 2 o'clock, the darkest hour of night, with no dawn lighting the sky, she was shot. Late the evening before an English chaplain, Mr. Gahan, was admitted to her cell to give her the Holy Communion. The words of that interview are precious, shining, miraculous. She said, smiling: "I am not afraid to die. I have seen death so often that it is not terrible to me." Then of her imprisonment, "I am so thankful for these ten weeks of quiet. Life has always been so hurried. They have been very good to me." And finally, "But I realize that patriotism is not enough; one must have no hatred, no bitterness." With her friend she recited the words of "Abide With Me," and when he said a last farewell, answered clear-eyed: "We shall meet again."

Gathered together at the memorial service for Miss Cavell we found, I think, pearls of great price. The qualities of courage and of truth have often been thought of as belonging to men rather than to women. Miss Cavell had courage to face both life and death, and in loyalty to truth calmly to give evidence that made her condemnation certain. That death she met for her country and even more for God. Her last words fall like words from the Gospel: "One must have no hatred or bitterness." Neutrality is a colorless and often a craven attitude, forgiveness of enemies is the dawn of a renewed Christianity. "If thine enemy hunger, feed him." She had fed the wounded German soldiers. "Bless them that curse you." "They have been very good to me," she said. "I am thankful for the peace of these ten weeks." Surely to find peace through days when one's life is at stake passeth understanding and brings the spirit of heaven upon earth.

At the memorial meeting of which I spoke,

it was voted that a fund be raised in honor of Miss Cavell to send a nurse to England who should especially nurse the sick and wounded Germans. This use of her fund would, I think, satisfy Miss Cavell. "Her execution," said Samuel M. Crothers, "is a deed that strikes at

the heart of Christianity and of chivalry." True, and for that reason only the spirit of Christianity itself and of womanhood such as that of Edith Cavell are strong enough to rise unharmed from the agony of this war, irresistible because forever returning blessings for curses.

THE MARIA HOSMER PENNIMAN MEMORIAL LIBRARY OF EDUCATION

BY FRANK P. GRAVES

Dean of the School of Education, University of Pennsylvania

[Presented to the School of Education of the University of Pennsylvania by Dr. James Hosmer Penniman.]

Although established but a year ago, the School of Education of the University of Pennsylvania is only a more fully organized means adopted by the university to carry out its policy of a century and three-quarters to supply the state and nation with well-trained teachers.

Young as the School of Education is, it already possesses a library that places it in this respect in the forefront of teacher-training institutions. Thanks to a generous endowment, this magnificent collection of books and documents, the most important equipment, after a strong corps of instructors, that can be possessed by a school of this sort, has ensured full opportunities for enlightenment and research. When the establishment of the school was announced, Dr. James Hosmer Penniman made known his intention to present to the university a large library of rare and valuable works upon education that he had been gathering for many years. This library has now been given to the School of Education as a memorial to the donor's mother, the late Mrs. James Lanman Penniman. The books will be kept permanently in a separate room, which, with its contents, will bear the name, The Maria Hosmer Penniman Memorial Library of Education. It constitutes the department library of the School of Education, and additions to it are constantly being made by the donor. Other works on Education now owned, or to be acquired, by the university will be kept with this special collection, and in this way a constantly growing professional library of great value, already numbering some six thousand volumes, will exist for the uses of the School of Education.

The gift of this library is a fitting tribute to the memory of a remarkable woman. Both the late Mrs. Penniman and her husband were well-known for their devotion to all humane attainments. The elder of their two sons, who has presented the institution with this splendid gift, for years found his profession and enjoyment in life as a teacher in building the minds and character of boys during the secondary stage of education. All who knew Mrs. Penniman recognize the peculiar appropriateness of this memorial. Born in Concord, Massachusetts, where her family have lived since the founding of the town in 1635, she was descended from several of the little group of brave-hearted and high-minded men and women who sought a new home in

what was then the wilderness. Hosmer, Davis, and Heywood, honored as patriots, who gave their lives in the cause of liberty on April 19, 1775, were among her near kinsmen. Mrs. Penniman possessed the strength and virtues of her ancestry with extraordinary intellectual and spiritual power. Her outlook was broad and her deep interest in and knowledge of religion, art, science and literature were evident at all times. To know her was to respect and admire her, and her influence and helpfulness were extended to thousands who never knew her personally. At her death the flag of the university was by special order of the Provost placed at half-mast.

The number of rare and valuable books in this special library will give the University of Pennsylvania a distinct advantage in the scientific study of Education. Harvard and Columbia alone have collections that will compare with the Penniman Memorial Library.

The patient labors, study of book catalogs, and generous expenditures of Dr. Penniman have furnished Pennsylvania and its School of Education with material that it would, in the natural course of affairs, have taken several decades to accumulate, and have enriched the university with a large number of rare works that could be obtained, if at all, only at great expense and after careful watching of library sales. Both types of books will be of great importance not only in the ordinary lectures and classes in Education, but in the pursuance of educational research, which is so essential to real university work in the subject.

In addition to the very rare and therefore expensive works, the collection includes also such books as should be selected by any careful librarian or teacher if he were endeavoring to build a good working library of five or six thousand books on Education. While some sides of Education are better represented than others, no important field has been neglected, and in practically all lines the standard books appear. Possibly the History of Education, School Hygiene and Educational Methods are a little richer than other branches, but the best works on Educational Theory, Educational Psychology, Elementary, Secondary and Higher Education, Educational Administration, Religious and Moral Education, the Education of Women, Educational Legislation, City and State Reports, and

Comparative School Administration, are likewise found. Most of the standard texts upon History of Education, early and in many cases original editions of works of the great education list of all times: Plato, Quintilian, Petrarch, Erasmus, Melancthon, Luther, the Jesuits, Comenius, the Jansenists, Fenelon, Locke, Montaigne, Francis Bacon, Rousseau, Lancaster, Pestalozzi, Herbart, Froebel, Spencer, together with the leading commentaries and monographs of every period upon these works, appear in this library. A collection has also been made of books describing various phases and periods of history of many of the great American and English schools, colleges and universities (such as Oxford, Cambridge, Eton, Harvard, Yale, Princeton, Pennsylvania, Columbia, Cornell, Amherst and Brown). To describe these books accurately would be like giving a select bibliography of the leading works on the various phases of education in English, French, German, Italian and Latin.

There are also files, not quite complete in some cases, but which the donor hopes in time to render complete, of a great variety of periodicals from the beginning of American educational journalism to the present day, including the American Quarterly Review, Barnard's American Journal of Education, the Annual Reports of the American Institute of Instruction, and the Educational Review. A great variety of books indirectly bearing upon Education have also been included. Likewise, there appear reports of American, English and French literary, scientific and historical associations. A splendid beginning has also been made toward a textbook library. Dr. Penniman has long been interested especially in spellers, having written a spelling-book that has been widely used for fifteen years, and he has collected every important book on the subject that has ever been issued in this country. Attention has also been given to collecting grammars, rhetorics, geographies and other texts.

Among the books of the Penniman Memorial Library are a number that have become of special interest and importance in educational history, and may here be worthy of special note. Such are the educational journals that sprang up early in the nineteenth century, which have preserved information concerning the methods of Lancaster, Pestalozzi, Neef, Fellenberg, the infant and Sunday Schools, physical education, European school systems, and a variety of other topics and reforms of the day. About the same time the latest European ideas were also reported from first hand observation by a number of scholars and educators who had gone abroad to investigate. Several of these reports, including John Griscom's *A Year in Europe* (1819) and Alexander D. Bache's *Report on Education in Europe to the Trustees of Girard College* (1839), appear in this library. Books relating to the history of the establishment of the "Log College," the institutional ancestor of the American academies, and of its founder, the Rev.

William Tennent, and its principal alumni, add a different interest to the collection. Another work of some importance to the "making of our middle schools," which also appears in the library, is an account of the work of the rector of the Edinburgh High School, who must have preceded the official seen by John Griscom during his famous visit of 1818, which was probably indirectly responsible for the adoption of the name "high school" for the latest type of American secondary school.

There are likewise in the new library a number of books connected with the early history of Pestalozzianism. Among them are the works of William Maclure, the retired Scotch-American merchant and man of science, who visited the Pestalozzian schools in Europe and brought back Joseph Neef to become his "master's apostle in the new world." One book containing Maclure's *Opinions on Various Subjects* was printed at New Harmony, where Maclure and Neef made the unhappy attempt to join forces with Robert Owen and unite Pestalozzianism with the principles of the "infant school." The *Plan and Method of Education* by Joseph Neef, "formerly a Coadjutor of Pestalozzi at his school near Berne, Switzerland," Philadelphia, 1808, has also been included. The *Report on the State of the Public Instruction in Prussia*, written in 1835 by the great French minister of public instruction, Victor Cousin, in order to popularize the movement in France, also appears, both in the original French edition and in translation. The Pestalozzian movement in the United States was also stimulated by this work. A book connected with the industrial phase of the Pestalozzian reforms, likewise in the library, is *Mary Carpenter's Reformatory Schools for Children*, published in London in 1851. Miss Carpenter afterward came to America and was instrumental in having the contract labor of reformatories replaced with farming, gardening and kindred domestic industries.

Among the works on English education, the library possesses both in the original and in translation, Demolins' epochal work, *Anglo-Saxon Superiority: to What Is It Due*, and also a copy of Matthew Arnold's account of the French Eton, which was established to overcome the supposed superior advantages of English education. We are also reminded by a group of books and educational reports by Matthew Arnold that the great English essayist was for many years Her Majesty's Inspector of Schools and a member of educational commissions, and was well-known as protagonist in the struggle for universal education in England. Various books produced by his father, Thomas Arnold, England's greatest schoolmaster, such as his *Lectures on Modern History*, including the inaugural lecture at Oxford, and *Sermons Preached in Rugby Chapel*, likewise appear in this library, and give some insight into the aims and theories of that great educator. The library also affords some of the works of Dorothea Beale, founder of the first real college for women

and the first woman in England to receive the doctorate in laws. The writer of the article can remember her, when well along in the seventies, kindly, open-minded, keen, and witty, and still a vigorous champion of the higher education of women.

The hundred or more rare editions and treatises of various writers upon educational themes form a most interesting part of the Penniman memorial library. For years Dr. Penniman has spent his vacations in roaming about the old book stores on the quais of Paris, in London, and the Italian and German cities, picking up all works that might enrich his collection. Among the rare books that have already been placed in the library are several Aldines and many Elzevirs; and a large number of educational encyclopaedias, anthologies, treatises and books on method, written in Latin, German, French or English during the sixteenth, seventeenth and early eighteenth centuries have been included. A collection of rare textbooks, especially on geography, also appears. Among these geographies are several very old ones, large and small, some being bound in vellum, written in Latin, and even going back to 1500. Many amusing articles might be written upon these books, by merely indicating the limited geographical ideas of the times, especially the grotesque conceptions of America. The library likewise contains Marcel's original work on Language as a Means of Mental Culture, now valued at a high figure by bibliophiles, together with two English translations and later French editions.

A number of the rare books in the library are connected with the educational movement generally known as "social realism." The adherents of this tendency strove to adapt education to actual living in a real world, and to afford direct practical preparation for the opportunities and duties of life. It was generally recommended as the means of education for all members of the upper social class. It sought to combine with the literary elements taught the clergy in the Middle Ages and the scholar in the Renaissance, certain remnants of the old chivalric education as the proper training for gentlemen. It held schools to be of less value as an agency for educating the young aristocrats than training through a tutor and travel. A good illustration of this educational tendency is found in Elyot's *The Governour* (1531), Montaigne's *Essays*, especially *The Education of Children* (1580), Peacham's *The Compleat Gentleman* (1622), or Locke's *Some Thoughts concerning Education* (1693), all of which form a part of the library.

Locke is represented moreover by copies of several of the editions issued in the earliest years of the eighteenth century, and by a French translation published at Amsterdam about the

same time. In this collection are also a number of social realistic works written originally in French, such as "*De l'éducation d'un prince*" and "*L'école du monde ou instruction d'un père à un fil.*" An even more interesting work of this sort is Sir Matthew Hale's *Contemplation*, according to which George Washington's mother undertook to form the character of her famous son and upon which that son founded his *Rules of Conduct*. Another book belonging to this group and of considerable value is *The Gentleman's Calling*, written by the author of the *Whole Duty of Man*, London, 1677. The copy belonging to the library was once the property of Mrs. Piozzi, the friend of Dr. Samuel Johnson, and her initials appear upon the inside cover and upon the title page.

One of the striking features of this memorial library is the number of books containing the autographs of famous authors. Among these are Mentor's Letters, of which the library possesses two copies, including the first edition and a French translation; the "*Enseignement universel musique*" of Jacotot (whose "*Langue étrangère*" and "*Mathématique*" are also in the library); Jeremy Bentham's *Chrestomathia*; and *The British System of Education* by Joseph Lancaster.

The new library has in it a number of other rare books that are interesting and worthy of mention for various reasons. A variety of accounts of the life of Fénelon and the first edition (1652) of the life of Sir Philip Sidney by Grevil are among these. The Works of Mr. Abraham Cowley, published at London in 1674, presents this rather modern Princetonian Suggestion on page 43 of the *Essay on Education*: "That all the Professors shall sup together in the Parlor within the Hall every night, and shall dine there twice a week at two round Tables for the convenience of discourse, which shall be for the most part of such matters as may improve their Studies and Professions." A book in the library that comes rather closer to Americans is Garnett's *Lectures on Female Education*, which is prefaced by commendatory letters from the pen of Chief Justice John Marshall, of Governor DeWitt Clinton, founder of the New York Public School Society and propagator of the Lancasterian monitorial system, of Rev. Frederic Beasley, Provost of the University of Pennsylvania, and other distinguished men.

The bestowal of this special library is both gracious and appropriate, and the library will from the first play an important part in the work of the new school. The endowment does honor to the finest and noblest sentiments of man,—the recognition of the claims of scholarship and culture, and of the part that has been played in these attainments by the unselfish devotion of mothers.

What the pupils know is what the teacher must find out by questioning. To attempt to discover what they do not know is too large a task for finite minds, for what we know is brought within very circumscribed limits, while what we do not know is boundless. Why attempt the impossible?—*Levi Seeley, Trenton, N. J.*

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

MEMPHIS—OPPORTUNITIES AND RESPONSIBILITIES

Memphis is the first city I have known to demonstrate adequately its appreciation of its opportunities and responsibilities in connection with its rural constituency.

Other cities, many of them, have gone out into the surrounding country with a boom-trade train. Indeed, that has become a feature of many chambers of commerce. It is but an extension of the show window idea. "‘Walk into my parlor,’ said the spider to the fly," is as old as child's classics.

But it remained for the International Harvester Company of Chicago to teach merchants that the proper way to deal with people whose trade the chambers of commerce seek is to have them have more money with which to buy.

Under the inspiring, skilful, masterful leadership of Professor P. G. Holden and his band of helpers, several states and cities have been putting on campaigns for rural improvement, but it was left for the Business Men's Club of Memphis to cover all tributary territory with a more efficient campaign than has thus far been conceived by Foundation or Federal leaders.

Facts are dry and are liable to be skipped, but these deserve closest attention and will repay intense consideration.

A meeting was held in practically every rural and village schoolhouse within 150 miles of Memphis in every direction.

The states of Mississippi, Tennessee, Arkansas and Missouri felt the thrill of this campaign.

Practically every school in seventy counties enjoyed the information and uplift of these visits.

More than 2,500 such meetings were held between November 10 and December 10—twenty-eight meeting days.

There were on the average eighty persons present, or 200,000 in the 2,500 meetings.

At every meeting there was at least one expert and a second near-expert. Every speaker used a chart on which in large type were given the facts and figures and an outline of the information.

How was this possible?

Because the Memphis Business Men's Club raised \$60,000.

Because the business men in every county raised approximately its proportion of the expenses in that county.

Because the railroads bore some share of the expense. Because the International Harvester Company underwrote the whole proposition.

Because the International Harvester Company had at command sixty experts for such service whom they put into the field and kept in the field for the whole month.

Because the International Harvester Company had trained these men and women directly or indirectly for this, and nowhere else can such crews of trained men and women for rural work like this be obtained.

Because the International Harvester Company had enough sets of charts with stands so that they could be put into commission without delay.

Because the press of the four states boomed the project abundantly.

There were no false notes. There was no scolding, no irritation, no long speeches, no impractical dreams, no "politics," no advertising of anything by anybody, "nothing to sell," "no pledges to sign," "no votes to be taken" about anything. All meetings open to everyone.

"Better Farming," "Let's Raise Enough to Feed Ourselves," "Boost Your Community,"—these were the poster slogans.

Memphis will feel the benefit of this campaign by the "educational agricultural brains of America" for years to come.

The realization by American-born men and women of their duty to the immigrant would inevitably force them to a realization of their own duties and make them ashamed to come short therein. The man or woman who shirks duty, the wife or husband who shirks the performance of duty to children, and above all who shirks having children had best keep away from the immigrants, because he or she is merely a noxious feature in American life. The man or woman who speaks of foreign-born citizens with habitual contempt or hostility, using offensive nicknames about them, is doing all that can be done to perpetuate hyphenated Americanism in its worst form. Let the decent, self-respecting, duty-performing American man and American woman show their real and hearty fellow feeling with, and respect for, the immigrant by trying to help that immigrant to a loftier patriotism and to the practical application of such patriotism in the every day life of the home and the neighborhood, the state and the nation. Let the United States mean to the immigrant something more than digging ditches, running machines or keeping boarders.—Theodore Roosevelt, in the *Metropolitan*.

A MARTIAN OPINION

[New York Times.]

Suppose that some innocent canaler from the red planet, Mars, dropped upon New York in his planetoplane. He goes to our theatres. What would be his reflections? "This people have recently discovered 'sex.' Nothing else interests them. They pay, and pay high, to see plays about it. Intrigues, adulteries, illegitimacies, prostitutions. They love what they call 'piquant' situations. No piece is complete without an 'undressing' or 'disrobing' scene. I wonder why. The parade on the stage of girls, largely bereft of clothes and usually of sculptural distinction, is a standard attraction. Yet I am informed that the Americans have medical schools, and are not forced to depend upon the theatres for anatomical study.

"The highest form of theatrical wit is what is called 'double meaning.' If an author succeeds in being 'equivocal' or 'suggestive,' he has won the highest success. The secret of laughter seems to be indelicacy. To deride virtue and to admire the cleverness and gayety of vice seems to be 'the thing,' as the Americans say. To save appearances, the most ticklish 'situations' are often cleared up innocently. It is all 'according to Aristotle,' my American friend says; the object of the drama is to 'purge, to purify, the mind.' The American playwright has a singular manner of doing it.

"I am told that American religions forbid swearing. Doubtless in order to give a religious sanction to the drama, no play is complete without a quota of oaths."

So our Martian, too biliously, no doubt, in his otherworld ignorance, and all too generally; but isn't he pretty near right? Puritanism is not keeping the art of the theatre clean; and yet that art is sterile. Beauty suffers by the absence of Puritanism. Not beauty, but the deformity and ugliness of nastiness prevails.

The novels, too, how remote are they from the old goody-goody type, how remote from that patient, faithful realism of Mr. Howells, just honored by the Institute! Sex, sex, sex! "Sex problems," the old weary, dreary stuff, without truth of substance or dignity of manner, written just to sell. Ninth-rate French novels unredeemed by French style, Balzacs of Hohokus. There are plenty of novels of other schools, but the school of pornography seems to be the favorite. English novels republished here, American novels of imitation, too many of them are but clumsy studies of salacity. George Moore would feel wrath, if not remorse, at his successors, did he not confine his reading to his

own chaste productions. Our young folks must read about "life." A galvanized Petronianism, with all the "elegance" gone, is spread before them.

The worship of veiled modesty in books and on the stage is carried on in daily life. The feminine fashions have the merit of frankness. So has "modern conversation." Is it in unconscious imitation of the supposed manner of great ladies, is it in sympathy with and reflection of the theatre and the novel, is it in symbol of the manumission of women from the old chastities and reticences of speech, that the talk of so many well-bred men and women plays so freely over subjects once forbidden, teeters airily between the medical, the prurient, and the obscene, is full of a careless familiarity that would have shocked an earlier and less tolerant generation? Would Sophia Western talk like her father if there were a Fielding in our day? Anyway, one need not be accused of superfluity of bile if he sees a wide revolt against Puritanism in the United States, or of Philistinism if he insists that Puritanism was not as blue as it has been painted.

"Decency," what is becoming, what is fitting. There can be no comeliness, no beauty, without it. Not Puritanism, but anti-Puritanism, is injuring beauty here. Would decency be too much of an "innovation" for the Americans of today?

THE SOCIAL TEACHER

BY HON. A. O. THOMAS

State Superintendent, Nebraska

Perhaps the greatest asset of a community is a teacher strong of character, level-headed and who has the ability to gather about her groups of young people and lead them into enjoyable and profitable associations. The teacher who feels that her work for the community is done when school is closed for the day lacks the vision of possibilities for service which will render her valuable to the community far beyond the price of her teaching. The teacher should know the people among whom she has come to live. She should know intimately the children and youth of the neighborhood and should be able to gather together the talent represented therein and direct it into channels of use and enjoyment. Wonderful possibilities are presented to such a teacher. The organization of special clubs among the boys and girls of the school and the extension of the same to the community in general presents an attractive field for social service.—Report.

A principle which has any soundness should stand firm, not only now and then, but always and forever.—*Socrates*.

BOYS' AND GIRLS' CLUB WORK, ITS PRINCIPLES, POLICIES AND REQUIREMENTS

BY O. H. BENSON
Department of Agriculture

[Address at Conference of County Agents, at St. Louis, 1915.]

For a number of years the agricultural colleges, especially of the Northern and Central States, have been doing extension work in agriculture and home economics. Practically all of this work, however, was devoted to the conveying of agricultural information direct to the adults, who were not permitted to attend the schools and colleges of agriculture.

Most of us remember how, not many years ago, it was characteristic of extension meetings, movable schools, short courses, agricultural trains, farmers' institutes and the like, to find but a sprinkling of boys and girls in the audience, and after the program had proceeded for a little time there would be a growing restlessness of those boys and girls, and eventually the children would leave the audience, sometimes alone, but more often with their parents, before the program was completed.

This condition was largely due to the fact that most of our extension workers had a notion that their entire message should be prepared for and delivered to the adults, and oftentimes, because of their ambition to deliver this message with approval of the adults, they not only smiled above the heads of the children, but above the heads and understanding of a large per cent. of the adults as well.

This indefinite plan of agricultural extension work was followed by another, when a specific effort was made to bring agricultural information, inspiration and values to the boys and girls at these various meetings at the same time that efforts were made to instruct and direct the adults. Much of this instruction, however, while helpful and for the time inspirational, was in many respects very vague in that no definite plan or policy for the carrying out of instructions in the fields and in the homes was outlined. In other words, the instruction was given on agriculture and home economics in a sort of haphazard or with erratic arrangement. One speaker would discuss for a little time soils, another cooking, still another poultry, and so on, until at the end of the session the children would have listened to some twenty or thirty different subjects, and as a result would go home in a bewildered state of mind, a result of the over-feeding of information and miscellaneous subject matter.

One of the leading arguments for Boys' and Girls' Club work as an agency of extension work in agriculture and home economics is chiefly in the fact that it confines the effort of workers to a few well chosen activities, organizing not only for follow-up instruction, but for careful direction of the project, thus making it possible for the children to receive reinforcement and direction during the school vacation

season, and to master, in a measure at least, one of the important farm enterprises.

Pedagogically this plan is correct. No teacher ever succeeded in trying to teach well a lot of things at one time. In every activity of life it is important to do a few elemental things well and proceed from the known to the unknown by single steps. More especially is this important when we deal with our boys and girls.

It takes a big man to look beyond the voter, the state legislature, the national congress, or the man who pays the bill, to see the importance and the real bearing of a piece of work to the agriculture of a distant future.

If you are interested in getting a large number of boys and girls to enter colleges of agriculture and other educational institutions, in making possible a more mature development and training for industrial efficiency, in raising the common level, then certainly you must believe in this type of extension work. It seeks to find the boys and girls in their homes, upon the farms as well as at school, to win, lead, direct and supervise their activities, and to teach them the real cost of achievement.

Boys' and Girls' Club work is an organized and definite form of extension work in agriculture and home economics. It is based upon putting the theory of classroom, textbook and laboratory into practice upon the farm and in the home. In other words, it is a back-to-the-home movement, not only for the boys and girls, but for the school, and offers, therefore, a definite extension agency, and outlines in a definite way the methods for extending agricultural education to the home and making it common practice.

It is a recognized fact that the greatest agency for power in any business organization or community is co-operation and team work. The principles of co-operation and team work are the result of education and definite training. It is not a value or habit to be achieved over night as some folks seem to think. If we are to have citizens who can live together and make for themselves the ideal community, we will need to develop leadership and co-operative ability in our boys and girls. If we wait until they are mature men and women, their co-operative ability will be much like that of their forefathers.

If in the future we are to have the "game as well as the name," we must train our children, through group or chief effort, so they will know how to lead as well as follow in their home communities, and how to keep up their end of the evenner when a community lead is to be pulled out of the mire.

When you ask why we put the "Club" into the home project work, you might just as well

ask, "Why put the church group into religion?" "Why put the school centre into the community?" "Why put the family members under one roof?" "Why hold these conferences for the advancement of agricultural extension work?" "Why depend upon the town council or the city commission to work out the problems of municipal government?"

Through the entire warp and woof of local, state and national government, in social, public and official life, the principle of team work and co-operation is dominant. The object, then, of the club organization in connection with the home project work is to train children definitely for this kind of team work.

Much of our effort in extension work for boys and girls has been unrelated, unsystematic, disorganized and presented very much with the same method as was nature study in our early schools; a few minutes of study and talk on one subject today; another lesson, but on an entirely different and sometimes unrelated subject, tomorrow, offering as some educators term it, vocational interest, and giving the children an awakening for the great out-of-doors. But a study of these methods and their apparent result would lead one to believe that the average child needs organization as well as a carefully directed work in one line in order to make possible achievement.

BIOGRAPHY IN SECONDARY SCHOOLS

BY WILLIAM HOLMES DAVIS
Danville, Va.

The great business of the elementary school is to develop the means of communication between the individual and the outside world. The great business of the secondary school is to develop character. The great business of the college is to develop the intellect. The great business of the university or technical school is to develop skill. All have to do with the acquisition of knowledge.

In the elementary school, the pupils are neither moral nor immoral, they are unmoral; their characters are unformed. In the secondary school they become moral; their characters are being formed. In the college they have become moral or immoral; their characters are formed. These are general statements that have many exceptions, but they are so largely true that they may serve as the basis on which we may evaluate the work done in the respective grades of schools. At any rate, let us assume that the work of the secondary school has to do primarily with character building and ask ourselves what are the best means of developing the characters of adolescent boys and girls.

There has probably never been given a better definition of character than that given in the first chapter of the Second Epistle General of Peter. The elements as there enumerated are: Faith, valor, knowledge, temperance, patience, godliness, brotherly kindness, charity. If we had the time, it would be very interesting to evaluate each course of study now given in our secondary schools with reference to each of these elements, but we must confine ourselves to broader lines.

All students of life seem to agree that the two most potent influences in the development of the character of an individual are heredity and environment. This being true and heredity being fixed, as far as the school is concerned, our attention must be given to an improvement of the environment of the boy who is entrusted to our care. What can we do for him along this line? What after all do we

mean by his environment? His environment is that with which he comes in contact through either his physical or mental or spiritual senses. Whenever we enlarge his mental or his spiritual reach we enlarge his environment. The boy in the hovel who thinks God's thoughts after Him has a better environment than the boy in the palace who thinks the Devil's thoughts after him. Of all those things that go to make up the environment of any one, there is nothing else so powerful as other human beings. The best place to develop greatness is in the presence of the great. It is easier for a boy to be a great boy when he has great boys for companions. It is easier for a man to be a great man when he has great men for companions. It is from this point of view that the writer has become convinced that the course of study that has in it the greatest possibilities for good has been left out of the curriculum of the secondary school. He proposes a course that will deal with the boyhood and young manhood of some of the great men of the modern world.

In the study of biography as a part of a course in history, we ask—what did this man do after he became a public character? In the proposed course we ask—what did this boy do while becoming great? It is impossible to inspire a boy by the deeds of a man as much as by the deeds of a boy. It is possible to bring about a feeling of comradeship with the boy but not with the man. By properly handling this course, a teacher may add to his roll a number of those boys who have thrilled a world. He may let the boy of the slums or the boy of the backwoods associate with the best of the aristocracy of merit.

The idea of doing work of this character is not a new one, except in part. Plutarch wrote his *Lives* for Roman youth. Longfellow wrote:—

"Lives of great men all remind us,
We can make our lives sublime."

We are told on every hand by men

of affairs that the greatest encouragement that they have had in times of discouragement has come from studying the lives of others who came up through great tribulation. The only parts of the idea that have the semblance of newness are that boys will be helped most by the biographies of boys, rather than by the biographies of men, and that this course shall be given a definite place in our school curricula.

Suppose a boy could attend the same school with Franklin and Washington and Lincoln and Garfield and Wilson and Edison and Burbank and such and could know while with them that they were to become such men as

they did become, what would he get from that school? It is possible for a live teacher with the aid of good texts prepared for the purpose to make these men as boys more real companions to this boy than are many of the boys of one neighborhood to other boys of the same neighborhood. And what boy is there who would not have greater faith and greater valor and greater knowledge and greater temperance and greater patience and greater godliness and greater brotherly kindness and greater charity from this comradeship with the great?

"As one lamp lights another nor grows less
So nobleness enkindleth nobleness."

EDUCATORS PERSONALLY

Professor Priest of Seattle, formerly of the University of Washington, but later manager of a Lyceum Bureau, is once more on the staff of the university under conditions greatly to his liking. He has English and Public Speaking as his major, but he is sure to be one of President Suzzallo's chief aids in promoting the attractiveness of the university and magnifying its popularity.

Congressman Dan Stephens of Fremont, Nebraska, as usual draws extra good committee appointments, and he is an educator Congressman.

The New York Tribune of December 20 styles William McAndrew one of the ablest and most progressive educators in the public school system of the city.

Miss Anne A. Bustard, principal of the high school at Steubenville, Ohio, is one of the ablest secondary school principals we know. She has demonstrated that a woman can be as skilful a leader in scholarship, in administration as a man. Steubenville has never had a more successful school than under Miss Bustard's leadership.

Professor C. M. Copeland, Ohio University, Athens, has a Sunday school class in the First Methodist Church that has 3,652 men enrolled. We have seen a photograph of the class with more than 2,800 members present. The class is seven years old.

Alonzo Meserve, Bowdoin School, Boston, who has leave of absence of a year before he retires from active service, has spent several months in travel to the Pacific Coast via the Panama Canal. By the by, he was one of those who were held up by the "slide" in the treacherous "cut." Incidentally he spent Thanksgiving Day with his son, Charles Arthur, of the University of Arizona.

Miss Florence Updegraff, principal of the high school of 400 young people, East Liverpool, Ohio, is a remarkable inspiration, especially to the young men, who carry off athletic honors in the interscholastic contests of that district. The loyal devotion and enthusiasm of the faculty, the students and the public is a great tribute to Miss Updegraff's efficient leadership.

Warren P. Adams, representative of the Merriams of International Dictionary fame, has had a richer life with literary men of the last half century than any other educator now in the game. He was for a long time on the Boston Board of Education and later on the Cambridge Board of Education. In early life he was in the publishing house in which Boston's literati had their headquarters and he was, as he still is, a favorite with men of letters.

Miss Florence E. Ward, who takes charge of the Boys' and Girls' Club work of the United States Department of Agriculture under the direction of O. H. Benson of States Relation Service, has had as wide a range of successful experience as any woman we know. From a state normal school in Texas she went to the Iowa State Teachers' College at Cedar Falls, and thence to the Agricultural College at Pullman, Washington. As a sample of her enterprise she was one of the first women in America to go to Rome to study the work of Madame Montessori. She has been eminently successful on the educational lecture platform.

Howard J. Rogers, one time prominent as an educational official, having charge of the entire Educational Exhibit at St. Louis in 1903, and one of the leading men in the State Department of Education in Albany, has been sentenced to five years in the penitentiary for his connection with the First National Bank of Amsterdam, New York. Few men had greater promise of eminent professional success than did he ten years ago, but speculation of the wildest kind led him into trouble, into which he went deeper and deeper until the very pitiable showing in the recent trial. Judge Draper's upright and downright honesty were in evidence about nine years ago when he learned of some dealings of Mr. Rogers, then his chief of staff. Upon the first rumors of trouble he sent for Mr. Rogers and showed him what he had learned. "Clear your skirts at once or hand me your resignation." The resignation was received.

In the School Bulletin, Syracuse, for November, Mr. Bardeen gives a full account of the trial and of the educational record of Mr. Rogers.

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THE COUNTY UNIT

Of all the slogans, official and professional, none is more persistently heralded just now than the "county unit," and it would be especially comfortable to fall in with the procession but unfortunately we have not seen our way clear to appreciate the zeal of its champions.

There is no uniformity of purpose in the "county unit" plan.

There is nothing in the "county unit" that is significant. It is so vague as to be well nigh vicious, and yet eminent leaders echo the slogan as though it were a clear highway to educational prosperity.

The only idea that is worthy the championship of an intelligent layman or expert is "the most equitable unit," "the commercial unit." In Massachusetts the "county unit" would be absolutely demoralizing. In Utah it would put a stop to the trend of progress. Nowhere would it be equitable.

From the standpoint of equalizing taxes the state would be much more equitable than the county. For instance, what justice would there be in allowing Pittsburgh, Pennsylvania, to help the rural districts of that county and not help much nearer towns in Beaver County than some in Allegheny County. In the case of Cook County, Illinois, most of the out-of-Chicago school districts are farther from the Cook County court house than most of the districts in Dupage County. The "county unit" would practically wipe out local school taxes in Cook County and would be no relief

whatever to the school districts of Dupage County. If the object is to have Pittsburgh tax-payers help outlying towns the unit should be a circle of given distance from the city. The "county unit" in Philadelphia and San Francisco would help no one out of Philadelphia and San Francisco. Indeed, the "county unit" idea in a multitude of instances would be a scheme of injustice.

The state unit would be much more equitable than a "county unit" and yet a Pennsylvania unit would be unjust to that part of New Jersey which contributes so much to the tax-value of Philadelphia and those parts of Ohio and West Virginia that contribute so much to the wealth of Pittsburgh. In case of an Illinois state unit Chicago would help fifty counties in Illinois which make no appreciable contribution to her prosperity and would be of no benefit whatever to fifty counties in Indiana, Michigan and Wisconsin which make immense contributions to her prosperity. The state unit in Mississippi gets no benefit from Memphis, New Orleans, Mobile or Birmingham, to all of which cities Mississippi makes enormous contributions of wealth. Injustice is written all over any scheme that puts a political division as the range of tax-benefit from a rich centre.

In the South they cry for the "county unit" to escape the evils of the state unit, while the states in the North that want a "county unit" want to escape from the township unit. In the South the whole movement is toward local responsibility, in the North it is away from local responsibility. When two trains go in opposite directions on parallel tracks they are together for a moment, but they could not be together again unless they went around the world. So the "county unit" in the North and South may be together for a year or two, but they are headed in entirely different directions and they will never meet again. In the South it is a way station toward local responsibility, and in the North it is a way station away from local responsibility, and it is merely a cross track junction and not a city or village station.

If present conditions are to be overturned why not study a scheme which shall make a city merge its taxes in its entire commercial district, in which case Memphis would help seventy counties in Missouri, Arkansas, Tennessee and Mississippi.

The "county unit" is a non-student's scheme, a dodger's makeshift.

A commercial unit is the only scientific unit. Why cannot educators be statesmen enough to grasp a great idea that is just and equitable?

NEW YORK'S LATEST DEVELOPMENT

Mayor Mitchel has more than met the prophecies of his friends. The three reappointments are Miss Martha Lincoln Draper, Robert L. Harrison and John Whalen. Mr. Harrison was an unsuccessful candidate for President against Mr. Churchill in 1914. The new appointments for Manhattan are Leo Arnstein and Edmund Dwight. For six years Mr. Arnstein has been closely associated with George McAneny. From 1910 to 1914 he served as Borough Secretary in the office of President of Manhattan under President McAneny and for the past two years he has been assistant to the president of the Board of Aldermen. He has served on many important committees of the Board of Estimate, as Mr. McAneny's representative, particularly the Budget Committees. Mr. Dwight is a business man, prominent in insurance. For several years he has been vice-president of the New York Juvenile Asylum.

For Brooklyn the mayor appointed Walter H. Gilpatric, a lawyer, member of the firm of Bassett, Thompson & Gilpatric, and for three years a member of the local school board; Frederick Bruckbauer, merchant, long active in civic work and for a number of years a member and chairman of the local school board; Frederick W. Atkinson, president of the Brooklyn Polytechnic Institute, with experience in public educational matters, and Mrs. Edward A. Quin. She is a graduate of Adelphi Academy and Smith College and has been active in civic work in Brooklyn. She is president of the Women's Branch, City Mission Society, and president of the Civitas Club. For the Bronx the mayor selected Thomas J. Carroll. He is president of the Stereotypers' Union of New York City, president of the Allied Printing Trades Council of New York State, and president of the Allied Printing Trades Council of New York City. For Queens, John Halpin, a lawyer, was appointed. He is associated with the firm of Bowers & Sands. In connection with the appointments the mayor said: "Most careful effort was made to obtain the services of representative citizens, who at the same time had a sympathetic and practical understanding of school matters."

Thomas W. Churchill remains upon the board, but declines to be a candidate for President of the Board, an honor that is to go to William G. Willcox, a successful lawyer of large wealth, who has been upon the board for some time. Mr. Willcox is a native of Reading, Massachusetts. His father, a Congregational clergyman, as administrator of the famous Stone estate, bequeathed largely to Wellesley College, had greater influence in the direction of the affairs of the college than any one else has had aside from Henry F. Durant, its founder. A brother was a professor in Cornell University for twenty-five years and one of the leading authorities of the world on statistics and economics. A sister was for a quarter of a century a professor in Wellesley, and another sister has served several years on the Board of Edu-

cation in Malden, Massachusetts. From this it will be seen that Mr. Willcox has always been in an educational atmosphere.

Mr. Willcox will certainly make his administration highly educational, and it will be in hearty accord with the views of Mayor Mitchel. Apparently Mr. Wirt will have a most sympathetic board with which to continue his demonstrations.

NEW JERSEY STATE TEACHERS' ASSOCIATION

The New Jersey State Teachers' Association met as usual at Atlantic City December 27-29. Under the presidency of Dr. William A. Wetzel, Principal of Trenton High School, it had one of its most successful meetings.

Calvin N. Kendall, Commissioner of Education, whose reputation is country-wide for practical vision in school ideas, was largely in evidence and as usual all his addresses were heard with avidity.

The music, under Miss Catharine M. Zisgen, supervisor of music at Trenton, was sweet, attractive and accomplished. The address of President John Grier Hibben, of Princeton University, on "Sources of Power," held the attention of the large audience and was suggestive, practical and of marked beauty and effectiveness.

Dr. J. J. Savitz, supervising principal of Westfield, N. J., schools, gave an enlightening and finished address on "Growth Through Supervision." As a further development of this subject and largely from the point of view of "the supervised" the paper of Miss Myra I. Billings of the Montclair Normal School was unique. It was sweeping but not cynical, it was minute but not finical, it touched all the weak points and needs of the average supervisor or examiner and yet it spent no time in exhibiting the wounds of the "supervised." In other words, it pleaded more for a spirit of direct helpfulness and guidance on the part of the supervisors and was no maudlin plea for sympathy.

Rarely has any speaker before an educational convention, which hears so many good things, received such generous and long-continued applause as greeted Rev. Dr. Charles R. Brown of Yale Theological Seminary in his address on "The True Definition of a Man."

To those who are familiar with the career of Dr. Brown, for many years pastor of the largest church on the Pacific Coast, this might not come as a surprise, but the rich treatment of what might be thought to be a commonplace topic seemed to shock the audience to a state of riveted attention and a resulting glow of satisfaction, as delightful as it was unlooked for.

Someone was wide-awake when Dr. Brown was called to the rostrum.

The management of the present year has every reason to be congratulated on the successful outcome of the New Jersey State Teachers' Association.

RETIREMENT OF B. M. WATSON

After eight years of exceptionally valuable service as superintendent of Spokane, B. M. Watson has notified the Board of Education that he will retire from this service at the end of the school year in June. His successor must be elected in February. This announcement will be a surprise to all who have known of his success with pupils, teachers, members of the Board of Education and the public.

The following is his letter of announcement:—

This is to inform you that I shall not be a candidate for reappointment to my present position, the contract for which expires July 1, 1916. At that time I shall have completed eight good years as superintendent of the schools of this city.

During these years I have enjoyed the constant support of the board of school directors, the faithful co-operation and friendship of my fellow workers in the teaching corps, supervisory force and office staff, and the kindly consideration of pupils, parents and public.

It will be my earnest endeavor to continue aggressively all departments of our work until the close of my term, to leave the schools in the best possible condition, and to render my successor all the assistance within my power.

Mr. Watson has been a masterful director of school work. He is one of the few men who have gone from a grammar school principalship in a city far away (Syracuse) into the superintendency of an important city, but from the first day he was a master of details, administrative and professional. The schools of Spokane under his leadership have stood for definite achievement. The press, the pulpit, the clubs, the professional and business men, all join in sincere regret that he has made this announcement.

CAMBRIDGE SANITY

We have already referred to the triumph of non-partisanship in the Cambridge, Massachusetts, school board election recently, but there are phases of it which deserve especial praise. A new city charter changed the membership of the board from five to seven, six chosen by election, the mayor being the seventh; this election, therefore, was for the entire six members. The board had appeared to the public to be ultra-partisan and most defiant of the opinion of all critics. Mrs. Florence Lee Whitman, who has been on the board for six and a half years, was the leader in the non-partisan movement. She was sanity personified in that she insisted that the non-partisanship should be genuine with three Democrats and three Republicans, three Catholics and three Protestants. She says that the most effective campaign speech was that of

Professor Jeremiah D. M. Ford of Harvard University, who always said:—

"I'm as good a Catholic as any on the board, but I do not want religious prejudice to play any part in school affairs. I am as good a Democrat as any on the board, but I do not want politics to play any part in school affairs."

This prevented any religious zealotry playing a part. That is the height of sanity.

Mrs. Whitman's husband is Edmund Allen Whitman of the firm of Elder, Whitman and Barnum of Boston, which is one of the leading law firms of New England.

WARD TO WASHINGTON

Edward J. Ward, social leader in Rochester, N. Y., and later of Wisconsin, under the direction of the State University, becomes special collaborator of the United States Bureau of Education with an office in Washington. He will thus continue on a national scale the work of community organization.

SUNSHINE BANK

The latest phase of educational newness is a scheme for a "Sunshine Bank." Its chief booster is Arthur F. Killick. Here is what he says of it:—

"The bank idea is deep rooted in the minds of our boys and girls and they are coming to think and act only in terms of dollars. That is wrong, as most of them never will be bank presidents. Children should learn that there is some joy in life aside from that gained through money. My scheme is to teach them that ideal by the banking system. The Sunshine Bank should have a passbook, just like those issued by real banks, and the by-laws and rules of the bank should be printed in the books. Deposits would be good deeds—sunshine—and would be entered by the boys and girls themselves. I believe a written record of kind things would be an incentive to the depositors to do more kind things, just as a few dollars in the bank spurs a depositor to more savings."

The more sunshine the better.

The question of military training in high schools makes the Pacifists fight like trained warriors. When it comes to a fight the fightless are capable of putting up a fierce fight.

San Diego Board of Education unanimously rejected the plan to introduce military drill into the high school and Los Angeles rejected it by a vote of four to three.

What was formerly the "Teachers' Federation Bulletin," Chicago, is now issued as "Margaret A. Haley's Bulletin."

If Wirt can carry his religious scheme into the schools he will be the first one to do it.

"Next to the originator of a good sentence is the first quoter of it."—Emerson.

February 22-25: Department of Superintendence, National Education Association, Detroit.

PADDED FALSEHOODS

Vile and vicious accusers of public schools have once more been shown to be dealers in "padded falsehoods."

W. L. Bodine, superintendent of compulsory education, Chicago, has reported to the Board of Education that the charges of gross immorality on the part of high school girls are false. He submitted his report of a survey on moral conditions in and around the 300 schools of the city. It was made following the adoption by the Board of a resolution submitted by John W. Eckhart.

The report asserts that after a careful investigation only an occasional case of an immoral high school girl was found. Mr. Bodine had fifty-three truant officers making the survey. Records of the Juvenile and Morals court were investigated, physicians in charge of maternity hospitals were questioned, superintendents of homes for girls who have gone wrong were seen, and others who might have information were interviewed.

Numerous cases of saloons adjoining school-houses were reported, with the names of the owners and addresses. A record was made of all rooming houses, saloons, poolrooms, candy stores, ice cream parlors, chop suey restaurants, and moving picture theatres in every school district.

Mr. Bodine begins by saying that "the statement that 359 high school girls in this city were pregnant in one year is a padded falsehood that is a shameful slander of the moral standard of Chicago high school girls."

Mr. Bodine cites what few cases of sex immorality came to the attention of the courts, institutions and school authorities.

"High school boys were found loafing during school hours," the report reads, "in places near the school and in poolrooms. Few were in the Juvenile court during the year on delinquency charges. One group of high school boys and girls were in conference last spring with court officials for immoral conduct. There were several instances of immorality among pupils who attended elementary schools.

"The school system is honeycombed with saloons in close proximity to the school buildings and playgrounds. Some are within ten to fifty feet from schools.

"A suspected case that developed December 6 of indiscreet conduct between two high school girls and one high school boy and another young man is now being investigated by this department.

"One feature of the investigation was the moral influence of the Lucy Flower Technical High School for Girls, over 200 girls attending school in a building located in a bad environment, which demonstrates that a good girl can remain good in the midst of undesirable surroundings.

"Miss Dora Wells, principal of the school

(Twenty-sixth street and Wabash avenue), did not know of a single instance where any of her pupils were even enceinte or found guilty of immorality. Several times it has become necessary for the police and the compulsory education department to co-operate in raids of disorderly houses across the street from this school.

"The only record obtainable at this school of exclusions is that of a girl whose parents operated an objectionable rooming house, and of another girl whose conduct while at the school was good, but who was excluded when rumors of an unfortunate 'romance' before she came to the school reached the principal.

Deans of girls were asked if there had been any cases in their high schools in which the morality or chastity of girls was questioned, and if there have been any cases in the Juvenile courts on such a charge. There were only three cases in addition to those mentioned at the Flower school. There was a case of ten years ago in which the girl was a victim of an abortion.

Another case two years ago was reported in which a girl's father took her into court for alleged misconduct. The girl was exonerated by the court. The third case was five years ago, when a girl was taken into the Juvenile court in a case involving a number of boys and other girls not in high school.

JOHN GUNCKEL

BY ALICE BENTLEY GARDINER

The feet walk slow
In Boyville.
The flags hang low
In Boyville.

An awesome hush, a tear in the eye,
A spirit beloved has said, "Good-by,"
A spirit so clean, so bright, so fine,
That we catch a glimpse of love divine.

They all speak low
In Boyville.
They loved him so
In Boyville.

An empty chair
In Boyville.
They need him there
In Boyville.

We hear him say, as we see him smile,
"I have just gone on another mile,
Into the country of By-and-By,
Of rest and peace and the sunset sky.

"Be fair and square
In Boyville.
I love you there
In Boyville."

—Gunckel Memorial Volume.

The only religion that can really do anything for me is the religion that makes me want to do something for you,—*Henry Van Dyke*.

LATIN IN THE GRADES

BY T. JENNIE GREEN

State Normal School, Kirksville, Mo.

Among the questions asked in a recent issue of the *Journal of Education* were these: Can enough Latin be mastered (in the eighth grade) to save a year or a half-year in the high school? If so, is it worth while?

At this time when so much is being said about the reorganization of our schools on some system other than the present one of 8+4, and about the introduction of subjects now taught in the high school a year or two earlier in the course, it is fortunate for Latin that some schools have been teaching it in the grades for a sufficiently long time to be able to speak with some authority for or against such innovation. Several years ago many of the larger school systems in California introduced Latin in the seventh grade, and experience has led many California teachers to consider that grade as the ideal place for beginning the study. The same thing has been done in Indianapolis, Detroit, Grand Rapids and other cities, and if any of the teachers have been dissatisfied with the results they have not been the ones who have expressed their views in all our classical periodicals. They have been unanimous in saying that the teaching of Latin in the grades greatly lightens the difficulty, and to some extent removes the necessity of teaching formal English grammar. They say that it aids the work in spelling and in literature, that the introduction of new material in the seventh grade adds interest, that the pupil likes to learn something that he has not been learning in the preceding grades, and that he attempts new words without the fear and bashfulness with which he attempts them two years later.

A teacher in Indianapolis says that in the Irvington School Latin had been an elective in the eighth grade for a number of years, and that in a recent year, when about half the class had elected Latin, she gave a test on English grammar which both sections were studying. The section which was studying Latin made an average of eighty-five per cent., the other failed to make an average of seventy per cent. She says: "This difference is not because the Latin division is that percentage stronger in all work. I feel that much of this difference arises from the fact that Latin is conducive to good habits of study."

A superintendent said to me recently that for four or five years his school had offered a Latin and a non-Latin course, and it had often been commented upon by the teachers that the pupils of the Latin division were the ones who made the highest rank and gave the least trouble in discipline. He added that though it might be true that only the more stable and hard working pupils elected Latin, it was also true that the study of Latin added poise and self-mastery, and tended to make a student dependable.

I have had sufficient experience with Latin in the eighth grade to speak of the advantage the younger child has over the one a year older in the matter of pronunciation and in ability to acquire

vocabulary. In the eighth grade he seems almost possessed of a sense that the child of the ninth grade has lost—the sense of hearing, and then remembering the thing heard.

It should be borne in mind that the Latin taught in the seventh and eighth grades must be somewhat simpler than that usually taught in the ninth grade, and more of it must be taught orally. It has been found best in California to give two years to preparatory work before Caesar is read, but students so prepared have ranked above those who did all their preparation in the ninth grade, and the per cent. of failures has been much smaller.

I believe the few hundred words the child gets in these two years will give him the key to many common English words, and that this vocabulary and the knowledge of English grammar that he gets, together with the habits of accuracy and observation that he must have cultivated, will make the course in Latin worth while even though he does not continue it beyond the eighth grade. If he enters the high school he will have mastered, at a time when his mind was plastic and memory work was easy, the first essentials in vocabulary, form and syntax, and will be the better prepared for language study, ancient or modern.

I most heartily favor the introduction of Latin in the seventh and eighth grades, but as Latin teachers we shall have to get some new methods. We must make more use of the sense of hearing, we must use subject matter of more interest to young children than diluted Caesar, and we must either sit at the feet of the successful grade teacher and learn how to teach children, or turn the teaching of Latin over to the grade teacher.

For the past sixteen months the world has talked much of German efficiency at home and on the battle field. I wonder how much of that efficiency can be traced to the German educational system, and how much of the efficiency of their education is due to the requirements in Latin in the early stages of that education?

Elmer E. Brown, Chancellor New York University, New York: The great war marks a turning point in the history of the civilized world. These things have all happened in the early dawn of civilization. The great war has shown us that the world has hardly begun to be civilized as yet. We are living in the morning twilight of a world that is yet to become civilized. It is the function of a national educational association to plan from the ground up a national system which shall be equal to the demands of any national emergency as well as equal to the daily needs of the nation. In the first place, we must bring up a people indoctrinated with a sense of obligation to the good of all. Whether brought up to be soldiers or not, they are to learn that they do not live unto themselves; that even their "last full measure of devotion" is due to their country; that even their private vocation is and ought to be public service.

TEACHING MORALS TO LITTLE CHILDREN—(I.)

BY FRANCES WELD DANIELSON

Teaching morals in school is inevitable, and any teacher who says, "The required studies keep me so busy I have no time for ethics" is shutting her eyes to the real state of the case. By her personality, her example and her attitude toward the children's behavior, she is helping them to distinguish between right and wrong, and to form habits that agree with her notions of ethics, at least schoolroom ethics.

During their first days of school, children are often oppressed by the unaccustomed restraint, unless the teacher allows considerable freedom, and lets the realization that there must be regulations come gradually. An instance of premature enforcement of rules and total lack of appreciation of the child's point of view is the case of one young teacher, whose desire for good order was so strong that the first day she shook a little boy who quite innocently and politely made a genial remark to a neighboring child. He went home aggrieved, and sobbed to his mother, "She didn't tell us it was naughty to talk."

Every teacher is creating a schoolroom public opinion whether she will or not. Acts quite correct in the home are here tagged right or wrong and certain right habits are being formed through the work and discipline.

There is also much intrinsic moral teaching in the studies themselves, even the limited subjects of the lower grades, and the very act of learning induces patience, concentration, industry and obedience.

The question is whether this incidental moral teaching, with the practical formation of good habits, is enough, or whether it shall be supplemented by conscious moral teaching. One can readily see the danger of making children too introspective, when such teaching is abstract or formal. We don't want our children to be prigs or morbidly conscientious, but spontaneous, and unconsciously good. This will only be gained by moral instruction that is neither moralizing nor the dissection of morals.

For little children ideals of right-doing are held up and moral distinctions shown in a natural and delightful way through stories. The use of stories as a vehicle for moral teaching cannot be overestimated, especially when they are made vivid through dramatization and illustration. History, myth, fable, fairy story, Bible story and modern tale all contribute to the material that may be drawn upon, and the only caution necessary is that the stories shall be left to do their own work, and not have their moral tagged on or "rubbed in."

Another means of inculcating both right ideals and habits is through games, as those progressive teachers realize who arrange to join in the children's play time, not only in the regulated plays of the schoolroom but outdoors at recess. Fairness, honesty, truthfulness, good-temper,

generosity, kindness and patience are necessary in all games, and may be particularly insisted upon when the teacher is a participant.

Songs, pictures and poems may also play a part in the teaching of morals.

That these articles may be practical, I will consider specific moral traits.

1. TRUTHFULNESS.

This is a particularly important quality to insist upon with children in the first and second grades, and to make clear to them, because their imagination has heretofore had full play, and they need now to be able to distinguish between fact and fancy, and while the imagination is not quenched, to gain accuracy and the ability to relate facts correctly.

The teacher's scrupulousness in regard to truth-telling is a very important factor. She should be painstaking in her effort to be accurate, correcting herself if she finds she is in error, even to such minute details as the exact date or hour of an unimportant event. This might seem pedantic with adults, but it will help children to form the habit of accuracy. Any question in their minds of the teacher's wilfully telling what is not true or any inexactness upon her part will shatter their ideal of perfect truthfulness.

A splendid help in developing accuracy is to observe objects of nature. The children's description of a bird or a flower will often be proved quite false when compared with the real flower or a picture of the bird. Any hand-work that is done is training in exactness, and so, to a certain extent, leads toward truth.

Among stories that will help to form the ideal of truthfulness, explain just what veracity is, and make lying appear both hateful and ineffectual, are the following, several of which need to be simplified:—

"The Shepherd Boy Who Cried 'Wolf!'" Aesop Fables. Bryant: "Stories to Tell to Children," page 68. Shows how those who lie are not believed when telling the truth.

"Peasant Truth," Van Sickle and Wilhelmina Seegmuller, Riverside Third Reader, page 55. Confessing a wrong deed.

"The Necklace of Truth," Mace. Home Fairy Tales, page 98. Emphasizes stretching the truth, keeping back part of truth and telling an actual untruth.

"The Lost Purse," Riverside Third Reader, page 95. How lying brought loss instead of gain.

"The Broken Window-Pane," Lindsay. "More Mother Stories," page 103. The relief that comes from confessing the truth.

"A Story of Washington's Boyhood." Riverside Third Reader, page 99. Telling the truth when difficult.

Truth telling is essential to many games, par-

ticularly those in which a child is blindfolded and his word must be relied upon that he cannot see. Hide and seek and tag also offer opportunities to cheat for the untruthful child.

A splendid game for developing accuracy is Observation, in which the children file by a table on which are a number of objects which they afterwards attempt to name. Identification of objects by smell, taste, touch and hearing also trains the various senses to report correctly.

INSTITUTE OF TECHNOLOGY

In his annual report to the Corporation of the Massachusetts Institute of Technology, President Maclaurin reviews the progress of the Institute during the past year.

Additions to the personnel of the Corporation are of sterling character, including Howard Elliott and Edwin S. Webster, '88, while the members nominated by the alumni are: William H. King of New York City, '94; James W. Rollins, '78, and Jasper Whiting, '89. The losses within the faculty have been smaller than usual, the most notable being the retirement after twenty-two years of service of Professor Arlo Bates and the resignation of Associate Professor Harold A. Everett of the Department of Naval Architecture. Professor Bates retires under the advantages offered by the Carnegie Foundation, while Professor Everett goes to a position in the Post Graduate School of the United States Naval Academy at Annapolis. The most important promotion is that of Professor H. G. Pearson to the head of the Department of English.

With reference to registration at Technology, President Maclaurin sets forth the figure at 1,900 students, the corresponding number last year at the same time being 1,816. The rapid growth of the Institute in recent years makes it clear that our new buildings are none too large, and that in several important departments they will soon have to face the problem of further building or of limitation of numbers. For many years there has been a steady growth in the number of students coming to Technology from other colleges. This year there are 331 students, 17 per cent. of the whole student body, who are graduates of colleges, the corresponding number last year being 290. A great number of men come to the Institute after a year or more in some other college, and this group now reaches the total of 559. More than one-third of the students who are new to the Institute have come from some other college. The whole number of foreigners is now 125, more than six and one-half per cent. of the whole student body and twice the number in proportion to total registration of any other institution of higher learning in the country. Within the union students continue to come from all states, with notable increases in Ohio and Illinois and from the Southern States. The rapid rise of numbers in recent years is shown by the fact that more than half the graduates have gone forth from the Institute within the past nine years.

The educational problems of such schools are receiving much attention from the outside, from investigations carried on by the Carnegie Foundation and by engineering organizations. At Technology the educational problems have received ample consideration, while it has been fortunate in its position with reference to research work. One of the most important developments of recent years has been the establishment of the electrical research laboratory, and the experience with this department indicates what will happen when other branches of engineering have funds available for carrying on similar work.

The research division of electrical engineering began

very modestly two years ago, and this year it has available \$30,000 for its work during the year.

The group of buildings forms a notable addition to the educational buildings of the world. Boston is peculiarly fortunate in its great educational traditions and it has been a serious responsibility to erect a group of buildings that would be worthy of those traditions and at the same time satisfy the practical needs of the institution and keep within reasonable limits of cost. Those who have supplied most of the funds for this great undertaking have expressed themselves as thoroughly satisfied with the work and with the way it has been carried out. It is planned to have the dedication exercises June 12-14, 1916.

The original plans for the New Technology contemplated carrying the whole institute to Cambridge. Later the decision of the supreme court with reference to the property on Boylston street, and the necessity of keeping expenses within the limit of funds available or in prospect, made a change in the plans expedient. It was, therefore, decided to house the architectural department in the Rogers building since that department may most readily be separated from the others. The Rogers building is well placed and is readily adapted for a school of architecture.

"When I came to this Institute six years ago, a site of twenty-five acres was a dream of the future," said Dr. Maclaurin. "We have now paid for and occupied a site of double that area, which is generally recognized to be well suited to our needs."

MUSICAL SKILL IN SCHOOL

The problem of the foreigner in the life of our country and its institutions has often seemed and still seems a perplexing one.

We do not like to see the orderly process of government to which we have long been accustomed invaded, our gentle, courteous and gracious relations with each other ruthlessly trampled on and ourselves in fact crowded to the wall.

There is much that is trying and disagreeable. This is especially evident in our large cities where the foreigners most do congregate and where they seem specially pushing and aggressive.

All this is apparent to the most superficial observer.

But it is not all darkness. There are gleams of light that show how some of the traits, exhibited by foreign children especially may be grafted on with profit to the lives of American children. Among the more noticeable of these is the habit of obedience. All teachers who have large numbers of foreign children agree that they are easily amenable to discipline and that the occasions of their disobedience are almost negligible.

In a sense this is a negative quality. There are other habits and tastes, the direct heritage of the various races, that bid fair to work a lasting benefit to American children.

One of the most conspicuous of these is musical art and training. I visited recently Grammar School No. 3, West Hoboken, N. J., Miss M. C. Contessa, principal. Miss Contessa, of foreign parentage herself, was born in this country and is a full-blooded American.

It was natural that her parentage should carry with it a love of music and the keenest appreciation of her pupils' knowledge of this important art.

In a school of 1,000 pupils about 800 are of foreign lineage. The love of music on the part of these pupils is shown by the facility and thoroughness with which they sing music performed by accomplished public singers, with various intricacies that would seem almost impossible for children to execute. An orchestra of eight violins,

the youngest performer a girl of eleven and the oldest a boy of fourteen, played an exquisite overture. There was a breadth and sweep to their playing quite worthy of professionals instead of amateurs.

This was followed by chorus singing, not of the perfunctory character from the ordinary drill music book, but it included selected pieces of a varied and intricate character requiring the greatest skill in execution.

What I desire to point out is not that one school has surpassed others in musical skill and execution, but that the musical skill and taste born in these foreign children and transmitted to them through many generations are to become the heritage and acquisition of our own native children, thus imparting musical culture in eddying circles whose limits no man can determine.

W. P. A.

APPRECIATION OF COLONEL PARKER

Redlands, California, December 11, 1915.

My dear Mr. Winship: I wish to be one of those who will thank you for the generous words you wrote about Colonel Parker, in the *Journal of Education*, September 30, 1915. What you say about the influence of this great educator upon my own life work is true, every word of it, and it would still be true if you had said it in words ten times stronger.

You know the story of the naming of the Henry Mountains, by our Geological Survey. These mountains are low, almost insignificant to the untrained eye. Somebody upbraided the Survey for placing the name of a truly great man upon such mere nubbles. But that "Somebody" did not know what the nubbles are made of. They are of the hardest, most resistant lava. Ages will of course wear down the Henry Mountains, but the tooth of Time will gnaw much faster at the surrounding country, thus making these mountains stand higher and higher. In fact, as processes are now going on, the Henry Mountains will in ages to come tower above everything around them. So will it be with Colonel Parker. As years come and go, I find him growing higher and higher among my ideals.

I was the first man to graduate from his Quincy Training School. This was in 1879. I still treasure his simple little diploma.

Sincerely yours,
Alexis E. Frye.

COLLEGE SWIMMING

Amherst College has found that the best exercise for boys between fourteen and into the twenties, for all reasons, is swimming. It exercises all the muscles and tends to bring about a uniform muscular development. It is specially good, of course, for the lungs. Incidentally it is the only exercise that is itself cleansing, inside and out. So Amherst has recently installed probably the greatest swimming pools in any college.—Topeka Capital.

The Division of Industrial Education of the United States Bureau of Education, Washington, D. C., has prepared for distribution a preliminary "List of Schools in Which Trades are Taught," with the names of the directors; also a list of names and addresses of directors in charge of "Courses for the Preparation of Special Teachers (Men) or Directors or Supervisors of the Manual Arts or for Vocational Schools;" also a list of "References Dealing with Courses of Study in the Manual Arts, Household Arts, and Vocational Education." Copies of these lists will be sent to any address upon request.

BOOK TABLE

LEARNING TO EARN. By John A. Lapp and Carl H. Mote. Indianapolis: Bobbs-Merrill Company. Cloth. 421 pages. Price, \$1.50, net.

Two laymen make a plea to "pass education around" in "Learning to Earn." They call themselves laymen, but one of the joint authors has made a place for himself among the educational leaders of the country, John A. Lapp, who is a member of the National Commission on Vocational Education and who was the author of the widely known vocational education law of Indiana. With Mr. Mote, who is a newspaper man with wide experience in the solution of present industrial problems, he sets forth a thorough plan for vocational education and states the need for such a thorough plan. The educational needs of business, agriculture, industry and the home are set forth in clear detail and the authors point out what they understand as the present failings of the public school system. Then they go over the whole ground of pre-vocational and vocational training, including part time and extension plans for training, and vocational guidance. The program of education they outline means a complete socializing of the public school system. "The ideal school will be one which stands at the forefront of our onward moving civilization," they say, "discerning new tendencies, analyzing the ramifications of industrial and social progress and seeking to guide the young and old alike by education into ways of life and industry which shall enable them to live completely according to their capacities and their more or less fixed circumstances." The authors look the situation square in the face, with unusual keenness of vision, and their program is one of the most complete challenges to the situation that has been offered in any quarter. Their plan should be read by all who hope to help in the solution of the vocational problem. The book has an excellent bibliography.

EN FRANCE. By C. Fontaine (Columbia University). With notes, exercises, and vocabulary. Boston: D. C. Heath & Co. Cloth. Illustrated. 221 pages. Price, 90 cents.

Professor Fontaine here presents an interesting and instructive French travel reader of his own composition. The task of preparing it is one for which he is admirably equipped by virtue of his French birth, his American residence as a teacher, and his successful experience in text-book work. The story concerns the trip of John Duval and his children, Paul and Jeanne, through parts of France, ending with a sojourn in Paris. The itinerary takes them through Normandy, La Bourgogne, Savoy, Provence, Brittany, and the chateau country, and among the places visited are Le Havre, Rouen, Dijon, Lyons, Avignon, and Mont-St.-Michel. The remaining third of the text is devoted to their stay in the capital, with side-trips to Sèvres, St. Cloud, and Versailles. The language of the story is crisp and beautifully idiomatic, but not too difficult for second-year high-school or first-year college classes. The idiomatic character of the text makes it valuable for use in conversational work, and with this end in view the author has prepared a set of questions based on each chapter. Notes and vocabulary are also included. Too much praise cannot be given the book as a book; paper, printing, and illustrations are of excellent quality and in good taste. Teachers of French are to be congratulated on this worthy addition to the excellent stock of descriptive readers now available through the enterprise of American publishers.

SOURCE PROBLEMS IN ENGLISH HISTORY. By Albert Beebe White and Wallace Notestein, both of the University of Minnesota. In Harper's Parallel Source Problems Series. New York: Harper Brothers. Cloth. 420 pages.

The idea of studying history from the sources is one of the great educational developments of recent years, but it was of little value until there were several perfecting amendments, as it were, and none of these have been as adequate as is the scheme of Professor Dana Carleton Monroe of the University of Wisconsin, by which all sources are grouped about specific and vital problems, as here in English History and in another volume about Medieval History and in still another about the French Revolution. All English History is grouped about these problems—Alfred and the Danes, Origin of the Jury, the House of Commons, Fourteenth Century Labor Problem, Freedom

of Speech under Elizabeth and the Stuarts, the New England Town Meeting, Peace Negotiations with America, and the Parliament Act of 1911.

The plan is the best yet applied to the use of sources in history and the working out of the plan is eminently comprehensive and discriminating.

HORACE MANN READERS: PRACTICE PRIMER (119 pages) and **SIXTH READER** (460 pages). By Walter L. Hervey and Melvin Hix. New York: Longmans, Green & Company. Cloth. Illustrated.

The Practice Primer is delightful and attractive supplementary material, and in the Sixth Reader the authors have really succeeded in bringing together 120 selections that are sure to be new to the young people and they are highly attractive in every paragraph and brimful of information that is out of the ordinary and well worth while. It is an unusual combination of significant articles dealing about equally with nature and human nature.

ELEMENTARY GEOGRAPHY. By Harmon B. Niver. New York: Hinds, Noble and Eldredge. Cloth. Illustrated. 8 by 10. 360 pages.

This is a new text-book in geography from many standpoints. Its 360 pages have an unusual amount of material. It begins with five pages of Home Geography, eleven pages of Home Life in Other Lands, followed by Soil and Climate, Physical Features, Life in City and Country. There are seventy-eight pages on the United States, eighty-four on other countries, closing with sixty pages of Appendix with maps and tables.

It is not our custom to criticize the weaknesses, but since we have recently ridiculed an English Geography because of its lack of knowledge of New England we are tempted to say that every geography written in America, even, should be blue penciled by some one who knows America from observation, since that would prevent our authors putting New Bedford and Fall River under "Cities of Rhode Island." Whether this is the fault of the author, the office editor, or the typesetter it should be impossible to have such errors in as elaborate and good a text-book as this. Certainly eternal vigilance is the price of geographical accuracy. We would not overmagnify trifles but since we criticized somewhat severely the ignorance of the British makers of a geography we can hardly pass unnoticed even a slight slip like this in an American-made book.

LAUGHTER AND LIFE. By Rev. Robert Whitaker. American Sunday School Union. Cloth. 147 pages. Price, 65 cents net.

In view of the general interest in the subject of play, and the proper development of the play-instinct in the race, Rev. Robert Whitaker's prize book "Laughter and Life" will be found to be of considerable value, especially to Sunday-school and social settlement workers. Leaving methods to others, the author treats his subject in a large way as the titles of some of the ten chapters would indicate. "The Seriousness of Laughter," "The Natural Function of Play," "The Exploitation of Fun," "Legislation and Laughter," "The Diffusion of Delight," are a few of the well chosen titles. The author's style, terse and epigrammatic at times, picturesque and pointed with anecdotes, holds the reader's attention throughout. Upon every page are sentences that would stand alone and could be memorized in one reading. Some are ingeniously worded, such as: "Nothing makes for good which does not make for good." "Nothing is holy which does not make things whole." "Nothing is valid which does not make value." The argument is well supported by Biblical quotation and historical and contemporary illustration, all tending to show the importance of amusement, how hollow and demoralizing much of it is, and the great need of sane and simple play for the enrichment and enlargement of life. In conclusion of his argument the author says: "This we must do with our amusements. Men and women will have them, tainted or not, and they will have them of a corrupt kind, if such can be had cheaper than the better quality of fun and frolic, and if there are big returns to the few in serving to the many these poisoned pleasures. The wrong kind of recreation must be made unprofitable, obviously, and very seriously unprofitable to those who purvey it as well as to those who purchase it, and the right kind of recreation must be made accessible and attractive and made indeed

the only kind that is legally available, if we are to teach our cities and nations, as well as individuals, to laugh unto God!" "We need to put more laughter into our thought of God and more thought of God into our laughter, and to do this we must put more of downright directness into all life."

THE WHEAT INDUSTRY. By N. A. Bengtson and Dowse Griffeth, University of Nebraska. Industrial Series. Edited by G. E. Condra. Boston, New York, Chicago: The Macmillan Company. Cloth Illustrated.

This is by far the most elaborate and attractive story of the wheat industry that has ever been prepared for the schools. The phases treated in extenso are The Wheat Plant, Cultivation and Growth, Harvesting, Threshing, Marketing, Milling, Use, Australia, Argentina, Canada, Asia, and Europe.

The information is reliable, the text is attractive, the illustrations are illuminating. Each chapter closes with questions and suggestions. The information is so classified as to be of great assistance to the learner. All facts and figures are the latest.

SOME CHRISTIAN CONVICTIONS. By Henry Sloan Coffin. Yale University Press.

Thoughtful and seriously-minded people will be grateful to Henry Sloan Coffin, associate professor in Union Theological Seminary, for his interesting book on "Some Christian Convictions." Obviously Mr. Coffin feels the throb of the twentieth century life. Old forms of belief are discarded or re-interpreted. His outlook is modern without being revolutionary. In eight lectures he handles these subjects: Religion, The Bible, Jesus Christ, God, The Cross, The New Life, The Church, and The Future Life. In his discussion of these profound problems Mr. Coffin discloses a freedom of intellect, a fearlessness of inquiry, and a spiritual insight and responsiveness which is quite refreshing. Its chief value will be found in this temper of soul rather than in the conclusions reached, although these are not small.

The author intends to offer help to men and women who seriously question old forms of religious beliefs. Instead of formulated beliefs, for instance, he says: "Religion is Experience; it is the response of man's nature to his highest inspirations; it is his intercourse with Being above himself and in his world; and it is normal." Throughout the book insistence is laid upon the normal life, transmuted into larger and purer experience through the spirit of God. The most informing chapter in the book is on our idea of God and of awareness of his presence. This is indeed the great religious inquiry, for all else will be colored if not determined by it. All of us might not be ready to affirm with Mr. Coffin, that "God is as real to the believer as beauty to the lover of nature on a June morning, or to the artistic eye in the presence of a canvas by a great master." As an objective personality God may be as real as a rose or a sunset to some select souls; but it may be doubted whether this knowledge is general. However, my purpose is not to discuss the interesting questions treated in this book, but to commend the book as worthy of careful reading.

BOOKS RECEIVED

- "Latin for the First Year." By Gunnison and Harley. Price, \$1.00. New York: Silver, Burdett & Co.
 "Language and Composition." By J. M. Hammond. Price, 85c.
 "Goldsmith's Deserted Village" and "Gray's Elegy." Edited by H. M. Bones. Price, 5c.
 "Best Memory Gems." Edited by J. C. Sindelar. Price, 15c.
 "Simplex Seat Plan." Price, 35c. Chicago: Buckley-Cardy Company.
 "Learning to Earn." By Lapp and Mote. Price, \$1.50. Indianapolis: Bobbs-Merrill Company.
 "Die Wahrheit über Amerika." By Dr. Karl L. Henning. Leipzig: Verlag von Julius Klinkhardt.
 "What the Schools Teach and Might Teach." By Franklin Babbitt.
 "Health Work in the Public Schools." By Leonard P. Ayres and May Ayres.
 "Child Accounting in the Public Schools." By L. P. Ayres. Survey Committee, Cleveland, Ohio.
 "High School and Class Management." By H. A. Hollister.
 "L'Enfant d'Un Roman." Edited by A. F. Whitem. Price, 45c. Boston: D. C. Heath & Co.
 "Moulet's L'Ecole Primaire." Prefaced by F. Buisson. Paris: Librairie Hachette et Cie.
 "Elementary Geography." By H. B. Niver. New York: Hinds, Noble & Eldredge Co.
 "Gate to English." Book One. By Howe, O'Hair and Pritchard. Price, 48c.
 "Gate to English." Book Two. By Howe, O'Hair and Pritchard. Price, 65c.
 "Practice Primer." By Hervey and Hix. Price, 30c.
 "Horace Mann Sixth Reader." By Hervey and Hix. Price, 65c.
 "Elements of High School English." By M. M. Frank. Price, 75c. New York: Longmans, Green & Co.
 "Compulsive Free Government." By J. Macy and J. W. Gannway. Price, \$2.25.
 "The Art of the Moving Picture." By Vachel Lindsay. Price, \$1.25.
 "A Beginner's Psychology." By E. B. Litchener. Price, \$1.00. New York: The Macmillan Company.
 "Alexis." By John W. Costello. New York: Broadway Publishing Company.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JANUARY.

4-7: Homemakers' Conference. State University of Kentucky, Lexington, Ky.

20-22: National Society for the Promotion of Industrial Education, Minneapolis, Minn. Alvin E. Dodd, 140 West 22d street, New York City, secretary.

FEBRUARY.

10-12: Southern Minnesota Teachers' Association, Mankato. D. S. Brainard, Redwood Falls, president.

11-12: Southern Wisconsin Teachers Association, Madison. E. G. Doudna, Richland Center, president.

22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.

28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

10-11: New Jersey Council of Education, Newark.

16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

APRIL.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BLACKSTONE. Albert G. Eldridge, superintendent of the Blackstone-Seekonk Union, has accepted a position on the faculty of the North Adams State Normal School. His resignation here, which will take effect February 1, terminates an unusually profitable period for schools in this union. At North Adams Mr. Eldridge will probably have charge of work looking toward the Americanization of children of foreign parentage.

FITCHBURG. Charles S. Alexander, for twenty years principal of the Normal Training School of this city, died after two months of serious illness. He was a graduate of the Bridgewater Normal School and had taught in the Day Street school of this city before coming to the normal school faculty. He was sixty-two years of age, and was always

prominent in the professional activities of New England.

NEW HAMPSHIRE.

DOVER. Frank Damon of Waltham, Massachusetts, was elected superintendent to succeed Superintendent E. W. Butterfield. Mr. Damon is forty-five years old, is a graduate of the University of Maine, and has done supervisory work at Lexington and Lynn, Massachusetts. Recently he has been studying at Harvard. He was sub-master of the Bangor, Me., High School for ten years.

MIDDLE ATLANTIC STATES.

NEW YORK.

POUGHKEEPSIE. Urging President Wilson to break diplomatic relations with Germany and Austria, a petition signed by thirty members of the Vassar College faculty was forwarded to Washington. President Henry Noble MacCracken did not sign the petition, and said that it did not represent the opinion of Vassar, but the ideas of the individual signers.

On the strength of the petition the signers go on record as being of opinion that the time has come to break with Austria and Germany, and such sentiments are construed here as meaning that the signers favor war.

The petition was circulated by Professor Emerson D. File, head of the department of political science, and the signers include the names of Woodbridge Riley, professor of philosophy; Herbert E. Mills, professor of economics, and former president of the Poughkeepsie board of education, and Jean C. Bracq, professor of French.

NEW YORK CITY. Ex-President William H. Taft was the principal speaker at the fortieth annual convention of the New York State Stenographers' Association. He paid a high tribute to the memory of James M. Ruso, who for thirty years had been an official stenographer in the courts of Albany, and was a classmate of Mr. Taft at Yale. Mr. Taft said in part: "Ladies and gentlemen, I wish I could say, fellow-stenographers—for there is no defect in my education that comes home to me with so much emphasis as the fact that I am not a stenographer. My father cannot be said to have been a stenographer in the modern sense; but with a determination and insistence that I am afraid was not transmitted to his children—at least the one in whom I am chiefly interested—he went to work and learned the Pitman system, and he used it in correspondence; he used it in his diaries; he used it in the notes he made on the bench; he used it in the notes he made in charges to the jury. While it was limited to a correspondence style, I presume his characters were such that his notes and his memoranda are easily read now by those who are

interested in what he has left. I feel quite close to stenographers. I have been with them all my life. I had them when I was practicing law, prosecuting criminals—they are more needed in criminal practice than in any other, I think (laughter); and after I came to the Bench, and in the making up of records, the truth is they seemed to be the most indispensable men possible. They are a great test of a man's veracity and accuracy.

NEW JERSEY.

NEWARK. Describing the "All-Year Schools" experiment here, more than three years after the experiment was started, Superintendent A. B. Poland says:—

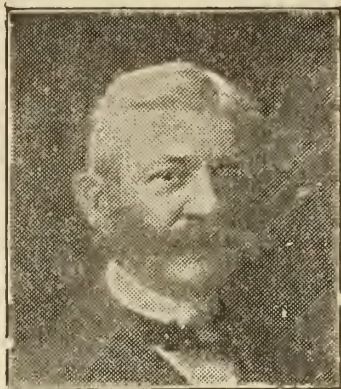
This plan contemplated keeping school in session for forty-eight weeks of the year, divided into four terms of twelve weeks each. The course of study for each yearly grade comprised three substantially equal sub-divisions. Examinations and promotions were made at the close of each twelve-weeks' term. After considerable experimenting, the plan was modified to include formal promotions but twice a year, in September and March, and informal promotions in December and June. This plan saves the loss of time incident to formal examinations more than twice a year, and is more satisfactory to pupils and parents. Except for a few minor changes, made to suit the season of the year, the course of study for the all-year schools is the same as that for the regular forty-weeks' schools.

Three vital questions concerning the all-year school had to be reckoned with and settled before we could feel confident that we had attained complete success. These questions were:—

Does continuance at school injure the health of children? Principals of the all-year schools have reported that the health of pupils has been exceptionally good. Careful investigation carried on year after year has failed to reveal a case of illness that could be fairly attributable to attendance in the summer term. That the children are not unduly exhausted by the summer work is conclusively shown by the high percentage of attendance in these schools during the months following the summer term.

It may be added that the health of teachers in the all-year schools has been exceptionally good. Of the 112 teachers required for the summer term of the four all-year schools in 1915, ninety-four were regular teachers in these schools and the balance were regularly employed in other Newark public schools. At no other time during the year have teachers and pupils made such good records of attendance.

Is the expense of maintaining school for two extra months justified? Although the saving in the cost of school maintenance was not urged in the beginning as a reason



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for establishing all-year schools, our experience has proved that their economy is a marked characteristic.

A study of the two schools first established, made last March, showed that 283 pupils had graduated from grammar school, who, under the regular plan, would have been still in the schools. Reckoning forty pupils to the class there would have been seven additional classes in the two buildings. As these pupils would have been in the upper grammar grades where the salary per teacher is at least \$1,000, the saving at this point alone has been at least \$7,000 per annum.

For three years, only two schools were conducted as all-year schools. In 1915 Lafayette School and the Boys' Industrial School were organized on the all-year plan. Lafayette is one of the larger schools and is located in a thickly congested part of the city where social and economic conditions are similar to those in the Belmont Avenue and McKinley districts. The enrollment in this school for the year 1914-15 was 1,764. Of this number 1,377 enrolled for the summer term on the all-year plan. In the Boys' Industrial School practically every pupil remained for the summer term and the work carried on was in every way equal to that done during the regular term. These pupils are being definitely trained for industrial life. They are boys who in a year or so will enter shops and work for at least eight hours per day, fifty weeks in the year. The conditions in the school are, as nearly as possible, like conditions in shops in which these boys will work. To say that they are unable to do such work in July and August would be to deny an almost self-evident fact. They are doing it and they are completing their course one-third faster, and thus the school in any given period of time will be able to train a much larger number of those who are to enter industrial life.

The school attendance law is inoperative during the months of July and August, and it was said that on this account few children would attend the all-year schools. This suspicion was based partly on an old fallacy that children do not like to attend school. Such may have been the case forty years ago, but it is

not so now. One of the strongest characteristics of the Newark schools, and one that is often noted by the visitor, is the evident happiness of the pupils. That they like to come to school is evidenced by the fact that when compulsion under the education law is removed a large proportion of them wish to come just the same.

The terms in the all-year schools begin September 1, December 1, March 1 and June 1. The terms in the high schools begin September 1 and February 1. For pupils graduating November 30 and February 28 from the all-year schools, special classes have had to be formed in the high schools. The splendid success of the summer high schools that have been maintained in Newark for the past two summers shows plainly that large numbers of students would welcome the establishment of all-year high schools. The high school students are fairly mature boys and girls, pursuing studies that can be grasped more readily by continuity of application. Many of them are over age and would welcome an opportunity to progress faster. Many others are kept in school only by great sacrifice on the part of their parents and any shortening of their course would lift the burden of support from their parents.

The constant growth of the all-year schools in Newark has been most gratifying. The shortening of the time required to complete the elementary course of study has appealed strongly to those children who must go into the industrial world at an early age. The trend of modern thought toward a more economic use of the school plant is an added argument for the further development of this type of school. In fact, the opening in 1915 of the two additional schools—Lafayette and the Boys' Industrial—as all-year schools is only a forerunner of the extension of this plan to other schools of Newark in the near future.

ATLANTIC CITY. The election of Frank H. Lloyd of Perth Amboy as president was a foregone conclusion when the report of the nominating committee with Langdon S. Thompson as chairman was presented. Other officers elected were: First vice-president, Edwin S. Rich-

ards, Elizabeth; second vice-president, Miss Eleanor Mombert, Paterson; treasurer, Miss Ida MacMahon, Trenton; railroad secretary, Miss Elizabeth M. Stringer, Newark, and as member of the executive committee, Miss Mary A. Burrough.

SPARTA. Proper performance of household duties and farm chores by the children of this township will be credited on their school report cards. Principal Harvey S. Miller hopes by this plan to bring school and home into closer touch. Teachers are watching the experiment with great interest.

Children will receive credit for sewing, practising music, making and baking bread, pie or cake, attending church or Sunday School, doing the family wash, ironing clothes, cooking meals, canning fruit, sweeping, dusting, making beds, setting the table, scrubbing the floor, running errands, feeding the farm animals, milking the cows, shoveling snow, being polite, going to bed by nine o'clock at night, getting up by seven o'clock in the morning, polishing their shoes, brushing their clothes, taking a bath, cleaning their teeth, washing their faces and hands conscientiously and performing various other tasks, including caring for the baby. It is said that the last has met with the emphatic disapproval of every boy in the village.

PENNSYLVANIA.

PHILADELPHIA. As an echo of the blundering dismissal of Assistant Professor Scott Nearing by

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Schools and Colleges

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the University of Pennsylvania trustees comes the action recently taken: By a sweeping resolution unanimously adopted by the Board of Trustees the status of the entire teaching body of the University has been re-organized, while assurances have been given that no teacher shall be dropped by the Board except after the case has been passed upon by a committee of nine, representing each one of the faculties, which shall sit in the case in direct personal contact with a similar committee of the trustees. Moreover, the terms of assistant professors are lengthened to three and five years, and assurances are given that no professor shall be dropped without a year's warning, while instructors holding yearly appointments shall have notice on April 1 if their appointments are to be terminated or renewed. It will be remembered that Professor Nearing's term lasted but one year, and that he was not notified of his being dropped until the end of the academic year.

CENTRAL STATES.

NEBRASKA.

LINCOLN. Several months ago Superintendent Hunter of the Lincoln public schools mailed to every large business man in the city a circular letter describing the night classes of the public schools and asking for suggestions and advice as to further improvements. The business men responded immediately and their answers proved of great value to the department. Not only did the answers pertain to evening classes, but they indicated so well the attitude of employers that the advice was taken to apply to the school system in general. Superintendent Hunter tabulated the answers to his letters and found that twenty-one constructive suggestions for work in the schools had been received from men, including bankers, retailers, manufacturers and professional men.

Four of the business men who replied made emphatic suggestions for better and a more thorough study of English. Two asked for more spelling and business arithmetic. Five laid special emphasis on business

subjects, and two wanted more attention paid to spelling. Other suggestions were: a course in manual arts, course in salesmanship, more mechanical and freehand drawing,

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course in card writing, and more attention to reading.

One man suggested a course in brick laying, while other writers commended the courses in manual art and the whole night school system. One disgruntled writer said that the board of education had no business to expend public money in giving manual arts training and civic instruction through the medium of the Junior Civic and Industrial league.

Evening classes in the public schools are held at the Hayward, Park, McKinley and new high school buildings, the first four nights of each week. Sessions last from 7.30 to 9.30 p. m. Classes first opened on October 11. Courses are offered under five main heads, academic, manual arts, household arts, business and gymnasium. The manual arts classes include mechanical drawing, freehand drawing, wood and metal work and electrical wiring. Girls are taught cooking, house practice, sewing and millinery. Classes in shorthand, typewriting and bookkeeping are also conducted.

OHIO.

SANDUSKY. The public schools of this city are serving the community in a way that no doubt surpasses that of any period in their history. Since the election of Superintendent James T. Begg of the Ironton schools in 1913, rapid strides have been made. During this time, several teachers have been added to the corps in the grades, physical training introduced, and the cadet system for training teachers inaugurated. The high school enrollment has increased by about 200 in the past two years, with 550 pupils enrolled now and an expected enrollment of over 600 for the next semester. The number of teachers on the faculty has grown from twelve in 1913 to twenty-three in 1915. The new high school building costing approximately \$262,000 was dedicated in October. Superintendent Begg has introduced new

courses and revised old ones to meet the demands of the city. Manual training, domestic science and commercial work are among the new lines added. There are about ninety-four teachers in the city schools. Salaries in the grades range from \$425 to \$917; in the high school, from \$800 to \$1,800; special teachers get from \$850 to \$1,300. Superintendent Begg was recently re-elected for a term of five years with his salary increased to \$3,000.

MINNESOTA.

MINNEAPOLIS. The ninth annual convention of the National Society for the Promotion of Industrial Education, including the report of the Minneapolis Survey, will be held here January 20 to 22.

Minneapolis has for a long time been interested in vocational education. Reports on the subject by Teachers' Associations, the work of special committees of the Board of Education and of the Civic and Commerce Association have created much favorable sentiment in this direction.

Two years ago the Board of Education created a special committee on Vocational Education made up in about equal numbers of educators, business men, employers and employees engaged in industry, representatives of women's clubs and social workers. The increasing tightening and enforcement of laws requiring attendance at school of children up to the age of sixteen years has brought into the public schools a large number of pupils in need of instruction largely vocational in character.

By the will of the late William Hood Dunwoody, a trust fund of more than \$5,000,000 was created for purposes of industrial education. Before undertaking to put into effect in a comprehensive way the provisions under which this was given, the trustees of the Dunwoody fund desired complete information as to the kind of vocational education

most needed by the city, and advice as to the best ways by which they could co-operate with other educational agencies and institutions of city and state.

Early in 1915 the time seemed ripe for action and the superintendent of schools, together with the Board of Education and the trustees of the Dunwoody Institute, secured the co-operation of various local agencies in asking the National Society for the Promotion of Industrial Education to come to Minneapolis to make this Survey and hold its annual convention.

The Survey was begun on May 1, 1915, under the direction of the National Society's Survey Committee and the Local Minneapolis Survey Committee with Charles A. Prosser, then secretary of the National Society, as the director of the Survey.

Everywhere the Survey has met with the hearty support of every interest in the city. Business men, social workers, working men and educators have given freely of their time and their knowledge. The Survey was practically completed early in November and a report was submitted at a joint meeting of the National Society's Survey Committee and the Local Survey Committee, called to consider the findings of the report and to make recommendations as to the kind of vocational education the city needs and how it can best be given. These are being printed in advance of the annual convention of the National Society and will serve as a basis for discussion in that part of the convention program dealing with the Survey.

DISTRICT OF COLUMBIA.

WASHINGTON. Of the 12,000 conspicuous positions, largely of an administrative character, listed in the 1915-16 educational directory issued by the Bureau of Education, 2,500 are held by women. There are women who are college presidents, state superintendents, directors of industrial training, heads of departments of education in colleges and universities, directors of

The Community Spirit

One of the most effective means of promoting the community spirit in the towns and cities of our state is through the uses to which the assembly halls of our schools may be put. Our Boards of Education have wisely provided these in nearly every new school building.

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schools for afflicted and exceptional children, and librarians.

Twenty-four of the 622 colleges and universities listed in the directory are presided over by women. Of the nearly 3,000 county superintendents in the country, 508 are women. The tendency to fill this position with women is almost wholly confined to the West. One state, Montana, has not one man as county superintendent. Wyoming has only two. Kentucky is the only southern state that utilizes women in this office; the state has twenty-six women as county superintendents. On the other hand, there are only twenty-six women city superintendents in a total of over 2,000.

Seventy institutions for the blind are listed in the directory. Of these fifteen are directed by women. Of the seventy-five state schools for the deaf, ten are under the leadership of women; and of the twenty-two private institutions of the same character, sixteen have women superintendents; of the thirty-one private institutions for the feeble-minded, twenty are under supervision of women.

Fourteen out of eighty-six directors of industrial schools are women; and forty-eight of the 200 schools of art are in charge of women. Women have almost a monopoly of library positions. Out of 1,300 public and society libraries given in the directory women supervise 1,075.

The government bureau of education itself exemplifies the call for women in executive educational positions; eleven of the thirty-three bureau officials listed in the directory are women.

Reports and Pamphlets

"Spelling Efficiency in the Oakland Schools." A report of the Oakland spelling investigation by Professor J. B. Sears, Leland Stanford Junior University. Publication No. 1, Bureau of Information, Statistics and Educational Research, Oakland, Calif. Wilford E. Talbert, director. 79 pages. Price, 25 cents.

"Spelling." Determining the degree of difficulty of spelling words. Bulletin No. IV, Department of Educational Investigation and Measurement, Boston Public Schools. 48 pages.

"Union Sentiment in North Carolina During the Civil War." By Mary Shannon Smith, Meredith College, Raleigh, N. C. 21 pages.

"Opportunities for Graduate Study." George Peabody College for Teachers Bulletin, Vol. IV., No. 2, Nashville, Tenn. 16 pages.

Montpelier, Vt., 1915 Report. Superintendent Sherburne C. Hutchinson. 65 pages.

JOHN MACDONALD SAYS:

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JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

BOSTON, JANUARY 13, 1916

LXXXIII { Number 2
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A. E. WINSHIP, Editor

THE EFFICIENT SCHOOL

BY MARY OWEN GRAHAM

President North Carolina State Association

It is certain that teachers need to reason together, stand together, work together and fight together for the things they need. If we should actively co-operate for increased efficiency, increased service, at every school centre we could revolutionize living conditions in the state in five years.

No one knows so well as we the tragedies of inefficient, incompetent teaching. We have seen children dwarfed for life by an incompetent nurse, who accidentally let them fall; we have seen men permanently injured by unskilled doctors; but we have seen many more children mortally injured in body and spirit by inefficient and indifferent instruction under conditions humanly intolerable.

Let us focus our attention with determination and zeal on a policy of the efficient individual teacher, the efficient school system, efficiently and adequately administered.

Each teacher is a working centre of influence. Two simple illustrations recently came under my observation:—

At the close of a school term last spring, a committeeman of a two-teacher school, that had hitherto always been inefficient, came to me and said: "We never knew before what a good primary teacher was until we got Miss S. Now we know and will pay for the best we can get." Another school, through the influence of one efficient, interested teacher, had so spread an inspiring community spirit that it has re-directed along efficient ideas the four or five adjacent districts.

The old idea of the school limited it to four walls; now it is limited only by the bounds of the district. The school is now organized for community upbuilding from every point of view and the centre of organized community effort.

On this point of the support of the committee and the support of the public, we are inclined to be too easily discouraged through forgetting that public opinion is a thing too big to be quickly changed, and that it is too independent to be forced. We are quite as often surprised by the support we receive from an unexpectedly progressive public opinion as disappointed by the reverse; and we must not let our enthusiasm for our community be dimmed nor the leadership of the school in community upbuilding be disheartened by occasional or even habitual reverses. Our aim is too sure and too high to demand a reward or admit a defeat.

The compulsory attendance law, enforced for four months, for the ages from eight to twelve years, increased the school attendance twelve

per cent. The five cent levy on every \$100 worth of property creating the State Equalizing Fund lengthened the school term very nearly five weeks.

We can learn valuable lessons from big business in this matter of efficient organization and co-organization. Intelligent, specialized results under expert supervision are accepted only under the well recognized standards that are demanded of all successful workers. A few mornings ago, I happened to be on the fourth floor of a large department store. In a section of this floor the superintendent of the store was teaching and examining about one-half of the force of the store on the standards of efficient salesmanship. It is understood as a matter of course in all large and successful group enterprises that such standards of professional knowledge and methods are demanded. We should certainly not be afraid of centralizing government that has for its only object raising the professional individual standards of the highest of professions on which the standards of all other professions depend.

We shall make more progress if we lay less emphasis on the plea of poorly paid teachers, more determined insistence on efficiency of professional standards and administration.

To the teacher who is doing good work supervision is one of the greatest assets. Work done well and work well looked after are two forces which joined together make the sum of an efficient system.

Many a good teacher has lost efficiency through lack of an appreciative supervision.

Any teacher who is free to locate where she chooses should be guided in her choice not by whether she shall go to a city or to a country school. That choice is relatively unimportant. She should go where her work will be sympathetically but efficiently supervised.

What is the status of women as school teachers? Educated as they are, cultivated and energetic as they are, the great majority serve the state in virtually the only profession open to them at a bare living wage and less. A profession that holds two-thirds of its members so cheaply strikes at the heart of efficient progress. Surely their ambition should be stimulated and the ability they have demonstrated in patient, patriotic service should be utilized for larger constructive work, for more clearly recognized leadership than has been done. No hurtful competition with men will arise; it will on the contrary strengthen the present system,

dignify the service women now render and greatly increase the efficiency of the whole profession.

I make no plea for incompetency on the score of sex. I believe that the untrained, inefficient teacher is paid as well as the inefficient worker in any profession, but the efficient teacher is worse paid than any other efficient worker.

The same amount of money was invested in automobiles in 1914 as in school property in North Carolina,—\$9,000,000. The cost of upkeep for motor cars was more than the total salary of teachers.

In giving these figures I confess once more to the feeling that if the teachers transacted their affairs with the aggressive methods used by the automobile men—by intelligent publicity, efficient administration, promotion for merit—that perhaps the public would give a more generous response to our efforts.

Certainly if the ten thousand teachers of the state would undertake steadily to study, to teach, to preach, to work for and fight for the gospel of efficient teachers and the efficient school, the rich resources of the state would be soon open fully to our educational needs.

North Carolina's natural resources, the raw material of educational efficiency, are so rich as to put the whole responsibility on our ability to manufacture them into whatever educational values our foresight and faith determine. The big mill supply houses, machinery concerns, automobile companies are giving tangible evidence every day of their faith in the commercial development of the state, and they are shrewdly and scientifically seeing that they guide that development in the way they want it to go. North Carolina now leads the Union in the number of cotton mills and factories, in the amount of raw cotton consumed.

North Carolina is the best developed industrial state in the South in number of plants, in variety of manufactures, in the distribution of capital employed, and in the use of home produced raw material. We are second in total horse-power used, second in total capital employed, second in the value added by manufacture, second in the number of producing spindles, and fifth in the total value of manufactured products.

In contrasting what Massachusetts has done with her resources with what has been done by other states, Clarence Poe in a recent article says:—

"The first reason why Massachusetts has been able to make such a record is books—education—the schoolhouse and the public library. You can't save wealth until you make it, so Massachusetts first educates her people so they can create wealth, and then the spirit of thrift comes in to save it after it is made. It has

been said that when the Pilgrims landed at Plymouth Rock, they first fell on their knees and then on the aborigines, but if so, then the next thing they did was to build a church and a schoolhouse."

And because Massachusetts has cultivated highly the minds of her folks, she has passed us in wealth and power.

The per capita wealth in Massachusetts is \$1,805, whereas in North Carolina it is \$794, in

South Carolina \$869, in Georgia \$883, in Alabama \$964, in Tennessee \$864. For each child of school age within her borders, Massachusetts spends \$25 a year, while our Southern states in training the brains of each of their children, spend only as follows:—

Florida, \$8 a year; Louisiana, Texas and Kentucky, \$7 each; Arkansas, Virginia and Tennessee, \$6 each; Georgia, North Carolina, Alabama and Mississippi, \$4 each; South Carolina, \$3.

Massachusetts has only four persons in each 1,000 over ten years of age, native whites of native parentage, who cannot read and write. Virginia has 82, North Carolina 123, South Carolina 105, Georgia 80, Alabama 101.

Massachusetts spends twenty-five dollars a year developing brain power in each Massachusetts child and he grows up worth \$1,800. The South spends three dollars to ten dollars per year on each child and he grows up worth less than \$900.

All other questions aside, which of these is the most efficient?

Our first concern beyond every consideration of financial return must be the full and efficient training of our children. They must be so equipped as to be able to match their talents successfully with their competitors trained in other states and countries. They must be trained to master their environment through the study of agriculture, home economics, manual arts, and they must be given the freedom and time that childhood has the inalienable right to and not kept out of school and bound in slavery of toil either in the factory or the field. The time will come when we shall realize that the most priceless product we manufacture and the most priceless crop we cultivate is the North Carolina child, and that the greatest of all crimes is to strap his youth to machinery and stunt his growth with a man's labors at the time he should be living a child's life.

The movement for State Education began in the South. North Carolina, South Carolina and Georgia were pioneers in the work although other sections took it up and carried it to per-



MARY O. GRAHAM
President North Carolina
State Association

fection. What was done in early days was done by a few far-sighted leaders, what needs to be done now should be done by the whole body of organized teachers. A high and burning sense of our professional obligations, an unflinching determination to make every schoolhouse the efficient centre of the community life, a clear purpose to make each school a co-operating part in an efficiently administered unified system, will make the South once more a pioneer not only in educational progress, but in the social and economic progress of our country.

UNEASY AMERICA

BY WALTER LIPPMANN

[In The New Republic.]

Growing discomfort has been manifest in America during the last few months. It has taken different forms, but the net effect of it has been to centre a great amount of criticism on the President. If all the complaints were drawn up in a list we should find that pacifists, militarists, radicals, conservatives, friends of the Allies, German-Americans, "aggressive Americans," nationalists and internationalists were all in varying ways disgruntled. They disagree violently among themselves, to be sure, but they are curiously agreed in not liking the part played by America in the war. The sense that we have been found wanting has impressed itself among an increasing number of people. More feel it, I imagine, than are ready to confess it. Many feel it who resent bitterly the self-abasement of those who go to Europe to proclaim the sordid cowardice of Americans at home. Many feel it who detest the snobbery of those Americans who entertain foreign visitors by telling them what a miserable people we are. Yet stripped of its flunkeyism, its colonialism, its piety for the fatherland and its party politics, the feeling persists that we cannot think with any pride of the part we have played in the supreme event of our lives. We wonder a little whether we are like the Roman gentleman who seemed to remember vaguely that an agitator had been crucified in Judea.

This inner dissatisfaction is perhaps the most important political fact of our time, and it may have extraordinary consequences. The spiritual uncertainty in America has its outward sign in a tendency to be forcible-feeble, weak and sharp, forbearing and curt, in a series of violent oscillations. We move in jolts and jerks, now rattling the sabre, now turning the other cheek. And because we are unsteady and distracted, we are liable to panic at one moment and insensibility the next. We are roused by Belgium and forget it, we are roused by the Lusitania and forget it, are roused and forget again, a little like a man reeling down an alley, hitting one wall and then the other.

An explanation of it is to be had, I think, which is at least plausible. We have lived for seventeen months the spectators of events that

have no parallel in our lives. At first we were stirred as never before, and in the onset of war there was an unprecedented amount of feeling that reached out beyond our daily work. But this feeling has spent itself on nothing. We have had nothing to exercise our emotions upon, and we are choked by feelings unexpressed and movements arrested in mid-air. Nothing is so bad for the soul as feeling that it is dispensed on nothing. We recognize this well enough in the esthete who takes in impressions and gives forth estheticism, in the schoolgirl who weeps over impossible romances, in the old gentleman afflicted with chronic moral indignation. To feel and feel and feel and never to use that feeling is to grow distracted and worrisome, and to no end. We Americans have been witnessing supreme drama, clenching our fists, talking, yet unable to fasten any reaction to realities. Ferment without issue, gestation without birth, is making us sullen and self-conscious and ashamed.

This brooding impotence drains off and wastes the emotion which is needed for thought. Nothing is left to save us from the relaxation in which we retreat to our oldest habits. A great purpose is said to "lift men above themselves," which means that the rush of it sweeps tribal loyalty and suspicion and petty preoccupation before it like a great wind through a dusty attic. When the élan is lacking we settle back into our meanest habits, and cover our sense of futility by huddling into them deeper.

The apologists tell us that the contradictory nature of the attack on the President's leadership is a sign that he has taken the middle course of reason. They are, I think, mistaken. The clashing dissatisfactions are the result of no leadership at all, a sign of the disintegration which follows from the withdrawal of a positive ideal. When an army mutinies, different groups go off on their own, but nobody calls it the result of "reasonable" generalship. When a political party breaks up into its group-interests the meaning is that the party has lost a strong central ideal. When a nation becomes petty and quarrelsome it is because no one has succeeded in holding its attention to a national purpose.

The source of our trouble may be traced directly to the President's first message to the American people, when we were asked to be neutral in feeling. We were not told to feel about anything positive, we were merely told not to feel too deeply. That negative injunction was bound to fail, and the vacillation of America has ever since grown more serious. What President Wilson seems not to understand is that the enunciation of a great purpose which enlists emotion is the only way to avoid that clashing of emotions from which we suffer. When there are a number of conflicting views the reasonable course does not consist in being negative to them all, it consists in raising a view which gathers them up—into which, as the Germans say, the varied feelings are "aufgehoben." But from the outbreak of the

war the President has never said anything to which the nation might rally. He has been pushed and goaded. He has never led. And if he is beset by agitations he has himself to thank. The man who will not lead is driven.

Whether it was humanly possible for Mr. Wilson to give our neutrality a positive meaning, whether he could have laid out a program to which the nation would have responded we cannot know. It was an unexpected crisis and he was caught unprepared. Perhaps it is too much to expect anything more than he has done. Perhaps only a great genius among statesmen could have risen to the opportunity. But for lack of that genius America today is distraught.

THE WORM TURNS

BY HON. EDWARD HYATT
State Superintendent, California

I'm getting out of patience with these educational high brows who are so determined upon benefiting the rural schools. They are fired by a holy zeal to uplift the rural peoples, whether or not. They say the city schools are now at the apex of sweetness and light, while the country schools are still wallowing in the depth of ignorance and barbarism.

One speaker laid down the law in an address at the National Education Association in my hearing. He actually had lifted himself by his bootstraps until he thought the city children were healthier than the country children. "Alas! the poor country children," he cried. "They have a right to care as good as that given to the pigs and horses of their fathers! But they don't get it! They suffer more from starvation and malnutrition than the gamins of the city slums!"

This rot makes me positively ill. There's nothing in it. It isn't true. I have been visiting country schools and city schools widely these thirty years, and country children always appear distinctly larger, browner, tougher, more accustomed to bodily labor than the city children of the same age.

The city children are distinctly whiter, more slender, smaller, quicker than the country children of the same age. The country children have a distinct advantage both physically and mentally, in spite of any differences in their schooling.

The rural schools are not what these painters depict, and a large part of the weeping and mourning over their condition, a good deal of the theoretical platform prattle about uplifting them, is maudlin nonsense built upon an imaginary basis.—Bulletin.

ACCREDITMENT IN NEBRASKA

Schools are accredited by the University of Nebraska. The purpose of such accreditation is to provide such standards as will assure instruction of such strength that the pupils who complete the course of study in these schools are enabled to carry the work of the university, should they seek to do so, with ease and with assurance of proper progress. Pupils who graduate from accredited schools in the state are admitted to the colleges of the state and to the University of Nebraska without examination. For full entrance to the University thirty units or credits (a credit point means one study with five recitation periods a week for half a year) should be required for graduation, science should be taught with adequate laboratory facilities, a well equipped library, and recitation periods of at least forty minutes in length should be provided. In addition to a superintendent (or principal) there should be at least two teachers giving full time to secondary subjects. The minimum academic or professional preparation of teachers should be equivalent to a four-year course in college or university based upon a four-year high school education. There should not be more than six daily recitations assigned to each teacher.

The approval of schools is a function of the State Department of Education. All schools accredited by the University of Nebraska are approved by the state superintendent. There is, however, a large number of schools surrounded by conditions which do not make it practicable to comply with all of the requirements for accreditation. Many of such schools are unable to carry a full program of studies and must be content with nine, ten or eleven grades and with less substantial facilities for executing the program. It is thought best by the department, in justice to the children who live in such districts, to apply such effective standards as may reasonably be met and which may be conducive to the educational progress of the youth of the state. Pupils who complete the work of an approved school may receive credit for such work by the university when subsequent work in such studies is carried in accredited schools. For example, if a student carries a year of algebra in a non-accredited but approved school and later carries an advance course in this subject in some accredited school, full credit for the subject is granted upon the completion of the course of study in an accredited school.

The ultimate purpose of establishing standards for the approval of schools carrying high school courses is to develop a complete system

In a school system, a supervisor ought to learn more from the sum of all the men on the job than they from him. Suggestions, like most live things, ought to move chiefly upwards.—*William McAndrew.*

of education which will connect properly with the courses in higher institutions of learning and afford every ambitious child an open door to the most efficient preparation and to a well-rounded education, while the immediate use is to provide a means of designating schools in compliance with the Free High School Education Act; unless boards of education comply with these standards they are not allowed to collect tuition from other districts for non-resi-

dents, nor are they able to escape the provisions of the law which compel districts which do not provide high school education to pay the tuition of those who have completed the eighth grade and seek to pursue their studies in other schools. Merely establishing a ninth and tenth grade and requiring one teacher to perform the impossible will not suffice. There is a further reason for such approval and that is, to enable schools to profit by state aid.

EDUCATORS AS I HAVE KNOWN THEM—(XV.)

BY A. E. WINSHIP, EDITOR

THE OHIO GROUP III

When I came to the Journal of Education Dr. Hinsdale was superintendent of Cleveland and within a few months I was in that city. He was a scholarly man, especially in his historical information, in pedagogical philosophy, and in English. He was an accurate writer, a clear thinker, a strong "safety-first" debater. He was uniformly present at the national gatherings and was much in demand for educational lectures. Few city superintendents were his equal in scholarly reputation.

On my first visit to Cleveland, after coming to the Journal of Education, Dr. Hinsdale gave me my only evening in the home of a Standard Oil magnate. A Mr. Paine of vast wealth gave a reception to Dr. MacCosh, president of Princeton. It was my only opportunity to meet him. From pure luck I had a quiet visit with him late in the evening. The evident esteem in which they all held Dr. Hinsdale was most gratifying.

Imagine my surprise and uncontrollable disgust to see Dr. Hinsdale bounced unceremoniously at the next election and a man unheard of, except locally, chosen to succeed him.

I attributed it to small politics and everything unworthy. Little did I dream that the successor, L. W. Day, was to be one of my closest friends personally, and when he in turn was bounced my grief was deep. Mr. Day was shy, self-forgotten, without much scholarship and wholly without experience in the larger world, but there was no detail of supervision in Cleveland of which he was not master. He was later superintendent of Canton, Ohio. Dr. Hinsdale found congenial professional work in the Department of Education in the University of Michigan, in writing books and in professional lecturing.

E. W. Stevenson, superintendent of Columbus, was highly esteemed in those days. He was always in the game with other Ohioans, but he seems to have made a mistake in accepting a superintendency in Kansas, where he failed to master conditions, and before he rehabilitated himself in Ohio he passed on.

Dr. John B. Peaslee, superintendent of Cincinnati, was in the forefront with high ability

in public address, but he was not in the national arena after leaving the superintendency, though he has always had honors and influence locally in all the years.

John Burns, ex-state superintendent, brilliant in his knowledge of masterpieces in literature, and almost matchless in wit and humor, was in Canton in the days when he attended the national meetings.

Colonel White of Dayton was a prince of good fellows with loyalty to the Ohio boys, but after leaving the superintendency he ceased to attend national meetings.

"Cox of Xenia" was in the game to the last day of life. No man was better known. He was never on the program, never locked horns with anyone in debate, but there was never a session, summer or winter, that that voice, that never failed to be heard, did not make some motion, usually unexpected, that warmed things up. There was never a presiding officer who did not recognize "Cox of Xenia, Ohio," and the announcement led everybody to sit up and await results. For near thirty years he was serenely on the job in Xenia and died in office.

Mr. Mertz of Steubenville was for many years one of the ablest progressive leaders of the state. He was a most intelligent master of the thought and spirit of Colonel Francis W. Parker. I think he was the only man to bring to an Ohio city for weeks at a time men like Alexis E. Frye, Thomas M. Bartlett, I. Freeman Hall, and a woman like Mathilda E. Coffin.

J. A. Shawan of Columbus is the only man of those days who has stayed in superintendency until 1916. If he retires, as he has announced his intention of doing at the end of this term, it will end a great dynasty of city superintendents in the state, men all of whom were known nationally, all of whom I knew and enjoyed in the days of their prime.

Dr. Alston Ellis is the one man who was prominent as a city superintendent at Hamilton and Sandusky for many years who has supplemented it with high administration honors, rounding out the longest prominent educational career of any of his associates. Still in the full vigor of leadership, he is at the head of the Ohio

University at Athens, that has seen a larger growth in numbers and increase in equipment in his day than has been in any other administration, than in all others as to equipment.

The most interesting career is that of O. T. Corson, whose city superintendency ended in youth, who served as state superintendent while still a young man and has enjoyed enviable reputation and abundant opportunities as a lecturer for teachers and as an educational editor. He was president of the National Education Association at an earlier age than has often been the privilege of any one.

Of course the one great character who is likely to overtop all others in point of material success in superintendency for many years to come as of all predecessors is Franklin B. Dyer, born in Warren county, within sound of the hum of Cincinnati industries, a teacher in country schools, improving every opportunity for education, moving steadily up the ladder of experience until he had attained the honor of superintendency in Madisonville, a suburb of Cincinnati, when I came into the arena. Everyone knows of his great success in Cincinnati, of his declination of a call to Pittsburgh at \$9,000 salary, and his coming to Boston at \$10,000. A friend of mine recently accidentally came upon the marks of Mr. Dyer when he took his first examination for a certificate as a country teacher in Warren county and every paper was marked 100. He has kept the pace.

What would those giants of early days, Eli Tappan, Rickoff, White and Hancock, say to a

country lad of their day receiving \$10,000 salary as superintendent of schools in Boston!

One of the spectacular successes is that of Preston W. Search, whose early experiences were all in Ohio, who made a national reputation at Pueblo, Colorado, with rare opportunities at Los Angeles and Holyoke, but for many years has devoted himself to the lecture platform, where his message and presentation are strong in their personality.

College and University men of Ohio have always been national leaders. Charles G. Finney made Oberlin College a great American force for righteousness, and James A. Garfield made Hiram College great while it helped to make him one of America's eminent presidents.

Wesleyan of Delaware has made several Methodist bishops and Horace Mann had a noble but brief career at Antioch.

But never has Ohio had three presidents at one time as influential with voice and pen, in councils national and in local leadership eminent as now in Charles F. Thwing of Western Reserve, W. O. Thompson of Ohio State University and Charles B. Dabney of the University of Cincinnati. It would take more than one chapter to express my appreciation of Dr. Thwing, whom I have known intimately for nearly forty years, and for twenty my association with Dr. Thompson has been most inspiring, and for ten years I have followed the fortunes of Dr. Dabney with admiration, but it is not the purpose of these articles to magnify men in the prime of life.

A GREAT NATIONAL MOVEMENT

BY W. G. EBERSOLE, M. D., D.D.S.

Cleveland

[Objects and accomplishments of The National Mouth Hygiene Association.]

When Miss Cordelia L. O'Neill, who was then principal of Marion School in Cleveland, presented to the National Dental Association at its meeting in Cleveland in 1911, and later at the Fourth International Congress on School Hygiene, the twenty-seven members of her class as a living demonstration of what mouth hygiene could accomplish, the establishment of a national association was no longer a question. The visible evidence of the physical and mental transformation wrought in those children was greeted by the audience with a demonstration of enthusiasm that will never be forgotten by anyone who was present. The National Mouth Hygiene Association was formed as an auxiliary of the National Dental Association, July 28, 1911, in order to unite under one efficient national organization the various oral hygiene working forces of the country.

Among many laudable motives back of this national movement are the following:—

The teaching of mouth hygiene and its relation to better health, increased mental and

physical working efficiency, and consequent greater happiness; to provide both the expert service and the funds necessary to enable the organized dental profession in every community to do those things that are for the best interests of its people; to direct the attention of parents and guardians to the importance of dental services especially in childhood; to teach preventive dentistry and to recommend the employment of the highest type of professional services; to promote the efficiency of the organized dental profession individually and collectively and to give it a wider, more responsive and more intelligent field in which to work; to bring together actively not only the serious workers in the dental profession, but people of all other professions and vocations, and to enlist their united interest and co-operation in the expansion of the propaganda of Preventive Dentistry and Mouth Hygiene; to act as a servant, aid and auxiliary, to both the organized dental profession and the American public to secure and retain the highest and most permanent benefits for

all, through the realization of the objects first stated.

There is no question but that the influence of the association has been one of the chief forces in bringing about a more enlightened public opinion on the subject of mouth hygiene in its relation to public health. The importance of the movement has been fully recognized by national, state and local boards of health, by school boards all over the country, and by individuals and organizations interested in social welfare, while many of the leading men of the dental profession have given freely of their time, money and influence. The responsiveness of the public has been made evident from the very beginning, not only by the interest shown in public dental clinics, but by the private donations for their support—notably at Boston, Rochester and Cleveland. This evidence, together with such encouraging indications as the extensive welfare work under municipal auspices at New York, Buffalo, Philadelphia, Detroit and Cincinnati, show the seriousness with which need of better mouth hygiene is regarded.

The association has from the first been identified with related health organizations. It participated in the International Congress on Hygiene and Demography at Washington, in 1912, conducted a special session at the International Congress on School Hygiene at Buffalo in 1913, and a joint session with the American Public Health Association at Jacksonville, Fla., in 1914.

The president of the National Mouth Hygiene Association is Dr. Harvey W. Wiley, the great pure food expert, former chief of the United States Bureau of Chemistry.

The working methods of the association include extensive campaigns in different cities for the double purpose of community education and the raising of funds, a strong dental publicity department which secures wide publication of all news relating to the movement and many highly educational articles on mouth hygiene; and active co-operation with the work of allied organizations. One of the great objectives is the establishment of public dental clinics and school clinics in every town and city.

The prosecution of the work is assisted by the establishment of local auxiliaries, the association furnishing the expert service to organize, finance and equip these auxiliaries in a manner which insures definite results and continued self-support, and around which can be centred the work of each community. Auxiliaries have already been formed at Dallas, Texas; Cleveland, Ohio; Washington, D. C.; Portland, Oregon; Kansas City, Mo.; Dayton, O.; Canton, O.; and Jacksonville, Fla., and the association is proceeding as rapidly as possible to place these on a successful working and supporting basis.

It is evident that the association has undertaken a great task and is prosecuting it with remarkable vigor. Raising the funds for establishing and maintaining such work on a national scale is in itself a large problem.



LAYING CORNERSTONE OF CONSOLIDATED SCHOOL, LITCHVILLE, NORTH DAKOTA

TEACHING MORALS TO LITTLE CHILDREN—(II.)

BY FRANCES WELD DANIELSON

II. HONESTY.

Honesty and truthfulness are so closely allied that to teach one necessitates teaching the other. Together they are the basis of a genuine character, so they need to be inculcated early in a child's life. Yet, as truth-telling has to be learned gradually by a little child, to whom fact and fancy are at first identical, so the ideal of absolute honesty comes only as he realizes the meaning of "mine" and "thine." Everything has been in his estimation common property, and the dawning of the sense of ownership is the first step toward regard of the property of others.

Children enter school with training in honesty which varies greatly. Those whose personal belongings have been respected at home will have a tendency to respect those of others at school. Those who have been looked upon by parents and older brothers and sisters as owning nothing, and whose toys, clothes, money and the like have been made use of without so much as asking permission, will have little regard for the belongings of others at school. This is simply because the ideal of honesty has not been raised, and such children can hardly be called dishonest. Perhaps a coined word, *unhonest*, would better express their condition.

Children who have been encouraged to earn money and spend it carefully, and to make articles which are therefore very obviously their own, have attained a real training toward honesty. In this regard they are far in advance, on the one hand, of those children who have been given all the money they asked for, which they have spent according to the moment's whim, and who have never made anything themselves, because they have been supplied with elaborately complete toys, and, on the other hand, those children who have never owned anything or used money at all.

It is really necessary for a teacher to appreciate this vast difference in home training, which is not at all the result of the wealth or poverty of the homes, and which places children of the same age and mental development at very different stages along the road to honesty. This appreciation will help her to be discriminating and to deal patiently with the small thief who needs the realization of property right rather than severe punishment. If she can gain the co-operation of the homes in treating a child's belongings as sacred, she will make her task easier and more certain of success.

Respect for each child's possessions can be shown by her in regard to their schoolroom property—pencils, erasers, paper, and the like, whether they are furnished by the school and apportioned to each child, or actually belong to him. Providing special nails for wraps and tags for umbrellas and overshoes, the effort to see that stray handkerchiefs get to the rightful owners all help to deepen the impression of

regard for personal property. The teacher may borrow some article belonging to a child and the pains she takes to return it promptly and in good order has a subtle influence, as does her insistence upon the children's proper care of their schoolroom belongings. Those children who have never had any money of their own are greatly helped toward a realization of the value of money by the system of savings stamp-books.

There are, of course, in the first and second grades no examinations in which one may cheat, but it is possible to copy in number work. Any such tendency should be dealt with immediately and the impression given that a thief "steals from himself," and that a copyist will never know anything or be able to do anything alone. Sometimes cheating oneself seems more undesirable than harming others, for we must not forget that the children are just emerging from the period of self-absorption.

Manual work of any sort assists in the development of a sense of property rights, as do school gardens. Even a few window-boxes divided up so that each child has the care of a few plants, gives an idea of ownership and responsibility, and therefore appreciation of the rights of others.

Most games afford abundant opportunity for cheating and the teacher who joins in the play-time can insist upon fairness and honesty. Among the stories that help in teaching honesty are the following:—

The Honest Woodcutter, La Fontaine. Fables.

The Boston Collection of Kindergarten Stories, p. 17. Reward of honesty and punishment of dishonesty.

The Stolen Corn, Bailey and Lewis. For the Children's Hour, p. 68. Shows that no good ever comes of what is stolen.

Old Pipes and the Dryad (shortened), Stockton. The Bee-Man of Orn, Lyman. Story Telling, p. 134. Illustrates a fine sense of honesty.

The Pied Piper of Hamelin Town, Bryant. How to Tell Stories to Children, p. 145. How unwillingness to discharge a debt brought trouble.

Why the Wren Flies Close to the Earth, Holbrook. The Book of Nature Myths, p. 76. Shows that it does not pay to cheat.

III. GENEROSITY.

It is necessary that children learn to be honest before they can be, properly speaking, generous, and it is perfectly natural that the first effect of a sense of property rights is a reluctance to share what is seen to be one's own. As it is right for a child to object to his treasured toys being spoiled by another child, or taken without asking, so it is not wise to insist upon a child's allowing use of his

schoolroom property by careless borrowers. However, lest this feeling result in a dislike to share anything, such as the candy one has for lunch or the flowers one brings to school, or the ball one plays with at recess, an occasional story on generosity is helpful. This spirit of generous treatment may be illustrated in games, where there is often some little honor which may be shared. Among available stories are these:—

The Little Old Man and His Gold, Danielson. Story Telling Time, p. 63. Contrasts a miser's misery with a philanthropist's joy.

The Birthday Present, Lindsay. More Mother Stories, p. 87. Illustrates the joy of giving.

The Story of King Midas, Wiltse. Kindergarten Stories and Morning Talks, p. 118. Shows how little happiness comes from merely accumulating gold.

The Star Dollars, Grimm Fairy Tales. Bryant. How to Tell Stories to Children, p. 156. Illustrates generous sharing.

The King of the Golden River (adapted), Bryant. How to Tell Stories to Children, p. 64. Illustrates kindness that necessitates self-sacrifice.

IS ENGLISH GRAMMAR A PRACTICAL STUDY?

BY HENRY CARR PEARSON

Principal of Horace Mann School, Teachers College, New York City

The methods of the efficiency engineer have already begun to show themselves in the classroom. We are not only measuring methods of instruction scientifically to find the most effective, but we are even challenging the presence of certain studies in the curriculum. This is as it should be. It is not surprising then that English grammar should be summoned before the bar of efficiency to defend its very existence. The worth of this subject has been questioned for many years. There are many reasons for this, not the least of which is the fact that grammar is a subject difficult to learn and to teach. Just as nature abhors a vacuum, so the twentieth-century student seems to abhor a study which requires such close application and such hard thinking as does grammar.

What are some of the reasons that have been advanced for the study of English grammar? These have been well summarized by Hoyt as follows:—

1. Grammar disciplines the mind.
2. It prepares for the study of other languages.
3. It gives command of an indispensable terminology.
4. It enables one to use better English.
5. It aids in the interpretation of literature.

The first of these claims, its general disciplinary value, was quite generally accepted until recent years. The only attempt to examine this claim through the study of facts rather than of opinion is that of Dr. Thomas H. Briggs in the Teachers College Record of December, 1913. The general conclusion reached by Dr. Briggs as the result of his experiment might be summed up as follows: The evidences of mental training resulting directly from the study of grammar are so few that the burden of proof now rests with those who believe in a strengthening mental discipline from such a study. Until such positive proof is found, therefore, it is well to put the soft pedal upon the time-honored claim that English grammar disciplines the mind.

As to the second claim, that the study of

English grammar prepares for the study of other languages, it should be remembered that only a small percentage of elementary school pupils reach the high school where other languages are taught. Furthermore, if the complaints of Latin teachers are well founded, this so-called preparation, whether justifiable or not, has been so far from satisfactory that it may be regarded as having failed of its purpose.

The claim that the study of English grammar provides the student with an indispensable terminology has some merit. It certainly is part of a liberal education to understand such terms as noun, verb, adjective, adverb, preposition, subject, predicate, etc. This, however, would hardly justify the amount of time now devoted to the study of grammar.

The fourth and fifth claims, namely, that grammar enables one to use better English and aids in the interpretation of literature, were examined by Mr. Hoyt with particular care in his study reported in the Teachers College Record for November, 1906. Mr. Hoyt gave examinations to first year high school students in grammar, composition and interpretation of literature. He found that the correlation between a knowledge of grammar and the ability to interpret literature or to write a good composition is no greater than that between grammar and subjects as unrelated to it as are algebra or history. This result, however, does not prove that pupils who have not studied grammar interpret the thoughts of others and express their own thoughts as well as those who have studied the subject. Careful investigations upon this particular question are needed before definite conclusions may be reached.

Whatever may be the merits of the claims just discussed, the fundamental value of the study of English grammar in the elementary school must ultimately be sought in its aid in correcting speech, both oral and written. English language is taught primarily to facilitate the use of the mother tongue. In what ways does a study of grammar serve this end? The

distinction between the function of language study and of grammar in the grades should be kept in mind. Habits of speech are fairly well established by the age of twelve; it is, therefore, the function of language exercises during the earlier years in school to furnish drill for fixing correct forms and for the correction of common language errors. Such drills, however, usually depend upon the principle of imitation rather than upon any reflective process. Every teacher realizes that such language drills are not altogether effective, largely for the reason that during the brief time available in school adequate drill cannot be furnished to offset the tendencies to use incorrect English that surround the child on all sides. The function of grammar then, in the correction of speech errors, is to supplement the language drill. Its purpose is to bring to the understanding of the pupil certain fundamental principles of sentence structure which will enable him to correct his own speech in other ways than by sheer imitation. The study of grammar forces one to examine thought closely, and to some extent the words in which thought is expressed. This habit of closely analyzing thought is a special mental discipline which may fairly be said to result from grammatical study, and which should not be confused with the general disciplinary values referred to in Dr. Briggs' investigation. It is, of course, true as a general principle that correct speech is the result of favorable environment, but so few children are completely protected from the contaminating influences of incorrect English, that some principles of control and correction must be provided.

If one accepts the theory that it is the function of grammar to aid in the correction of speech errors, the next natural step is to find the kinds of errors commonly made by children and to consider what principles of grammar are necessary to their correction. One investigation of this sort has already been made. Its results are significant.

In 1914, Dean Charters of the University of Missouri, with the aid of several of his students and with the co-operation of teachers, made an examination of the speech errors of pupils in the elementary schools of Kansas City. These errors, both oral and written, were then carefully tabulated and the course of study in grammar was examined to see what facts should be taught in order that the child might understand the principles involved in the correction of these errors. It is not the purpose of this article to mention in detail the results of this study, but it seems to prove that much grammar, in fact much of the grammar now taught in the schools, is really necessary to meet properly the corrections of such errors. If one is to con-

sider among these errors those of punctuation, the following general topics only might be omitted from a course of study in grammar:—

The objective complement.

The adverbial objective.

The indefinite pronoun.

The classification of adverbs.

The noun clause.

The conjunctive adverb.

The retained objective.

The moods of verbs, except possibly the subjunctive of "to be."

The infinitive, except the split infinitive.

The participle, except the definition of the present and past forms.

The nominative absolute.

The gerund.

These topics occupy only from ten to fifteen per cent. of the space devoted to grammar in our modern textbooks, and the majority of them are found at the end, thus leaving few changes in the first three-quarters of the texts. In other words approximately eighty-five to ninety per cent. of the material found in our best grammatical textbook is essential to this one purpose, the correction of common speech errors. The question may properly be asked, why should not this ten or fifteen per cent. be eliminated from our course of study? The answer might be that many of these topics are essential to some understanding and appreciation of the niceties of speech, and that they furnish the satisfaction of a more complete and logical understanding of the whole subject of grammar. Certainly it may be argued that textbooks should include this material of more or less questionable value, so that the teacher may refer to it informally or may teach it with as much or as little emphasis as the capacity of the class or the exigencies of time demand.

It is not the purpose of this paper to discuss methods of teaching grammar, and yet a consideration of the question under discussion does involve to a certain extent how the subject should be presented. It will be sufficient merely to indicate one or two of the larger principles of method that should be kept in mind. In the first place, to be consistent with the purpose of English grammar teaching, the principles should be developed by an inductive method. In the second place, the materials used for purposes of illustration and drill should be simple and indicative of the kind of difficulties usually encountered by young pupils. As far as possible, the need for the study of grammar should be made clear to the pupils through a study of their own compositions. When this has been done and the principles of grammar taught, a large amount of drill should be given on the mistakes made by the pupils themselves.

JERSEY TEACHERS IN ANNUAL CONVENTION

New Jersey school teachers now number nearly 15,000, a large number of whom are allied in the State Teachers' Association which met at Atlantic City recently in annual convention. Dr. William A. Wetzel, Trenton High School, presided, and State Senator Walter E. Edge and Dr. Calvin N. Kendall, state commissioner of education, welcomed the several hundred delegates who assembled.

That the education of its children is the biggest and most important enterprise in which the state is engaged was emphasized by Dr. Kendall, who stated that there are now over 560,000 pupils enrolled in the various departments, the total cost of operating the great public education plant of New Jersey being nearly \$20,000,000 a year, an increase of nearly one million dollars in a year. The high schools now have over 40,000 students and there are over 4,000 in kindergartens. The children are housed in over 2,000 public school buildings and more than 200,000 of them are given some form of manual training. Vocational training is steadily growing in popularity, practically every type of school possible under the New Jersey vocational law having been organized; and Atlantic County has organized a county vocational school board for agricultural education under a specialist.

That public education is "big business" and cannot be done cheaply was impressed by Dr. Kendall. Nearly one-fifth of New Jersey's population is going to public school, the property investment for each child being \$123.79 in 1915, as compared with \$59.81 in 1905. More than half a million pupils are furnished free textbooks, etc., and large numbers are transported to schools, the increase in this item alone being from \$9,701 in 1905 to \$372,920.88 in 1915. The largest item in New Jersey's public school bill is that of teachers' salaries (thirteen million dollars in 1915) and this amount is being constantly increased.

The Teachers' Retirement Fund report (made by Miss Elizabeth A. Allen, general secretary, and former president of the State Teachers' Association) showed that to date 652 teachers have been granted annuities averaging \$453.29 and aggregating \$295,548.88. The benefits total \$1,254,596.09, averaging \$1,924.22. Of the 652 annuities 106 were to men (annual value \$49,688.52; average \$468.75); and 542 were to women (annual value \$245,860.36, average \$450.18); 140 annuities have deceased; (annual value \$57,723.28, average \$412.30); 512 are living and in force (annual value \$237,825.60.

average \$461.50). The assets are above \$450,000. There are no liabilities. The total raised to December 28, 1915, is over \$1,704,596.09.

The proposition to form an "Alliance of New Jersey Women Teachers" for suffrage and peace work led by Miss Elizabeth Allen was postponed until a more favorable time, and a resolution for a general primary method of nominating and electing officers was defeated. No action was taken on the moot question of introducing military training in the public schools, to which most teachers are opposed.

The part which educators must play in securing and supporting permanent peace was ably presented by Mrs. Fannie Fern Andrews of the American School Peace League, who declared that the great European war has challenged the world's educational system in a struggle between peoples and governments, democracy and autocracy. She urged a world organization to bring the war to a close and to banish militarism forever.

Martin L. Cox, chairman, for the committee on educational progress emphasized vocational training and the use of schools as social centres. In a symposium on the public school and the library there were able addresses by Miss Sarah B. Askew and Miss Louise Connelly, Newark; and by Miss Mary E. Hall of the National Education Association's committee on high school libraries. A fine school libraries exhibit (arranged by Miss Pratt of the New Jersey State library) showed what is being done to co-ordinate the work of schools and libraries, the best administrative methods for high school libraries and the means of procuring desirable books, pictures and exhibits at the least cost for all schools.

Among the noted speakers were Dr. James M. Green, New Jersey State Normal School, Trenton; President John Grier Hibben of Princeton University, who spoke on "Sources of Power"; and Dr. Charles R. Brown, dean of the School of Religion, Yale University, on "The True Definition of a Man." The musical features of the convention were noteworthy, among them being an orchestra of Trenton women teachers. The new officers are: Frank H. Lloyd, Perth Amboy, president; Edwin S. Richards, Elizabeth, and Eleanor Mowbert, Paterson, vice-presidents; H. Ida MacMahon, Trenton, treasurer, and Miss Elizabeth M. Stringer, Newark, railroad secretary, and H. J. Neal, Phillipsburg, general secretary.

J. A. S.

There is no such thing as success in a bad business.—*Elbert Hubbard.*

JOURNAL OF EDUCATION

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THE SOCIALIZED RECITATION*

Dr. Colin A. Scott started a great movement when he wrote "Social Education" (Ginn & Company), but it was slow in getting the recognition it deserved. His book will always be the one authoritative work on this subject, but the cause has needed several lesser demonstrations which those who run can read. Dr. W. T. Whitney of Port Chester, New York, has had a remarkably interesting evolution of the idea and has presented it skilfully and attractively in the little book, "The Socialized Recitation."

We saw this principle most interestingly applied in E. Bentley Young's classes in the Prince School, Boston, a quarter of a century ago, and we exploited it ardently, but it was too far ahead of the times. Educational progressiveness was not in the air. Teachers, high and low, were wedded to the idea that there was some disciplinary value to a recitation conducted scientifically, philosophically and scholastically by a teacher.

In those days the idea that there could be a recitation without the teacher on the throne was preposterous. Even now there are many very able educators who think that a "Socialized Recitation" is mere child's play. But if such a skeptic, with reverential adoration of the teacher-conducted recitation, could spend a half day in the socialized recitations of Lincoln, Nebraska, he would realize that it is possible to have a children-handled recitation that is vastly more efficient as a class exercise and, be-

yond expression, more valuable in the out-of-class preparation for recitation.

Fortunately it is easier to find open-minded teachers than it was a quarter of a century ago, and those who will not open their eyes to the rising sun on the educational horizon have learned by sad experience that it is a thankless task to play the drum major act. True, he is much admired by children, but walks backward most of the time, and no one really looks well walking backward professionally or physically. Dr. Whitney gives clear examples of the way they socialize the recitation in Port Chester.

ANTI-MALARIA CAMPAIGN

The success of the anti-yellow fever demonstration, of the anti-hookworm discovery, of the anti-fly crusade, and the Better Farming canvass by the Memphis Business Men's Club have combined to develop a movement by the professional and business men of Memphis to wage a relentless war on the malarial plague of that section.

It was our privilege to meet with the committee having the preliminary arrangements in charge and it was refreshing to see how intelligently and efficiently they are preparing for a 1916 campaign.

Eugene F. Turner of the Health Extension Bureau of the University of Tennessee is in charge of the arrangements. He says that malaria is the greatest handicap to education in the rural communities in the lower Mississippi valley.

Mr. Turner says that more than fifty per cent. of all the children in the fertile sections of the valley are handicapped throughout their entire school life.

Three months' schooling by a healthy child is worth more than six months by a malarial child. Malaria is a preventable disease.

The following facts were obtained by professors of the Medical School of the University of Tennessee, in connection with their work with the Farm Development campaign conducted by Professor P. G. Holden of the International Harvester Company under the lead of the Memphis Business Men's Club:—

In one school with 105 on the roll forty-one had malaria this year and 100 have had it at some time. In another school of seventeen there are fifteen who have had the disease this year. In fourteen schools with an enrollment of 1,411 there were 518 who had malaria this year and 937 had had it sometime.

Malaria is one of the most readily communicated of all infectious diseases and almost as persistent after infection without adequate treatment as tuberculosis. Without doubt malaria paves the way for many of the so-called diseases of childhood. Malaria dooms millions to drag through crippled, inefficient, defeated lives.

It is by no means all of malaria to have a few

* "The Socialized Recitation." By William T. Whitney, Ph.D. New York: A. S. Barnes & Company.

chills in childhood. Science is now ready for its banishment from the face of the earth. It is only necessary that the people be made to realize fully that malaria kills and maims millions, and that it is as easy to rid the world of it as it was to sweep yellow fever from the earth. Malaria parasites may continue their "squatter sovereignty" in the red blood cells, devouring them and pouring poisons into the blood stream for years unless the blood be sterilized by proper treatment. Laboratory research at last has developed an unerring diagnosis. Blood examination by the latest technique reveals the presence of malaria parasites in whatever form they may persist.

The day is not far distant when a malaria "carrier" will be sought out and quarantined until cured as zealously as smallpox patients are quarantined the world over today. And there is as much reason for such precaution against the running at large of the heedless victim of latent malaria each year. Smallpox, like yellow fever, also establishes permanent immunity in the patient who recovers. Not so malaria. Yet smallpox rapidly is yielding to methods employed for its extinction. Malaria therefore should be all the more dreaded because of its insidious transmission.

THE SHOOP BANQUET

The Ohio Society of Chicago honored John D. Shoop, superintendent of Chicago, with a banquet on January 8, in the Auditorium hotel. In the number and character of the participants, in the personal devotion of friends, in the professional admiration of educators from a wide field, and in the intensity of the pride of Ohioans in the official promotion of an Ohioan there was nothing left to be desired.

There was present a man who was in the first school Mr. Shoop ever taught, from the first school of which he was principal, of the first city of which he was superintendent. There were telegrams from William Howard Taft, Ex-Senator Burton, Governor Willis and some two hundred other Ohioans.

Few superintendents of large cities have come up through every phase of educational experience as has Mr. Shoop, with distinguished success in every position.

During the day Mr. Shoop had his first meeting of the principals, and their ardent loyalty was abundantly demonstrated. Every one at the banquet and at the principals' meeting prophesied great success for the administration of John D. Shoop.

Among the public school men who spoke at the banquet were State Superintendent Francis G. Blair, A. E. Winship, John W. Cook, William M. Davidson and John R. Kirk.

THE WELLS OF THE DAKOTAS

Scattered over North Dakota are wells of surpassing interest because of their historical significance. Like Jacob's well each has traditional vitality.

In 1861 all the vast unknown land between

Minnesota and Washington, including what has formed the Dakotas, Montana and Idaho, became the great Territory of Dakota with its capital at Yankton.

The next year, 1862, Abraham Lincoln signed the famous Land Grant Act to the Northern Pacific Railroad Company, giving the road every alternate section on either side of the road for twenty miles in states and forty miles in the territory, so that half the land for a strip forty miles wide in Minnesota and Washington and eighty miles in Dakota, Montana and Idaho was granted the railroad.

Great as this gift, signed by President Lincoln, now seems, most of it was worth little in 1862, and the railroad began to spend vast sums to build a railroad into this waste land.

How could it be made valuable?

First of all, prospective settlers must have confidence that they could live there.

To do this the railroad dug wells in the townships and put up some equipment for drawing water from the wells so that pioneers coming to this vast area with their ox teams could quench their thirst and water their oxen.

North Dakota is now one of the glorious states of the Union, but all along the way one may find these wells, most of which have been maintained to this day.

I recently had a part at the exercises at the laying of the corner stone in a twelve-thousand-dollar schoolhouse for a consolidated school in Svea, Barnes County, on the lot on which is one of those wells.

All the little one-room schools of the township are to be closed and the children will attend school in this consolidated building with all the luxurious appointments of any city school, including cooking, sewing and manual training equipment, library, gymnasium, two flush-closet toilets, bubble fountains, steam heat and a five-acre lot.

Within a few rods of that pioneer well, to prove that water could be had on the prairies, was the well to flush the toilet closets and supply the bubble fountains.

Into the corner stone was placed the list of all the pioneer settlers of thirty-five years ago, all first and present officers of the township and school district, and every name was Scandinavian, and the consecration prayer was in Norwegian.

Thirty-four years ago the present chairman of the Board of Education, who presided, watered his ox team at that historic well.

At the laying of the corner stone there were ten automobiles that came loaded to the brim with prosperous Scandinavian farmers, who closed the exercises with the hearty singing of "America," which the Scandinavian chairman announced as "Our National Hymn."

Talk about a "melting pot!" No, no. In such a case, this is a land of Holy Communion between the Old World and the New, the drinking of the water of life for the healing of the nations.

CATHERINE GOGGIN

Miss Catherine Goggin was run down and killed by a motor truck in Chicago recently. She was buried on January 8. No such manifestation of grief and sense of loss has been shown any other woman in Chicago. The body lay in state in the council chamber of the City Hall for twenty-four hours, and there was scarcely a minute by day or night that did not find some one passing the casket.

Several thousand persons passed through the council chamber. Judges of the courts, union labor officials, representatives of the city administration, members of the Board of Education, aldermen, principals of schools, teachers and others, made up the long line of devoted admirers of Miss Goggin and of her work for the teachers.

Such floral offerings have rarely been seen even on public occasions. So many floral offerings were received that the desks of the mayor and of the city clerk were covered, many of the desks of aldermen in the front row were hidden, and other flowers were banked on the floor. A five-foot piece, made of roses and carnations, and representing the seal of the Chicago Federation of Labor, stood on the mayor's desk. A huge blanket of roses, on which were the words "Our Miss Goggin," was the token of the Chicago Teachers' Federation. There were wreaths, flat bouquets and big bunches of roses from public schools, the Women's Catholic Order of Foresters, woman's clubs, school trustees and from other personal and professional friends.

In the evening a teachers' chorus of 100 voices sang Mendelssohn's "Ave Maria" and Schubert's "The Lord Is My Shepherd," and then the entire gathering joined in "Nearer, My God, to Thee."

On the way from the City Hall to the Cathedral nearly a mile of limousines three abreast made a most impressive sight. Among the honorary pallbearers were the Governor and most eminent men of various walks of life.

The National Education Association was represented by Carroll G. Pearse of Milwaukee. Miss Goggin was Margaret A. Haley's "Little General" in her famous tax-fight for the schools of Chicago and has devoted her life to the work of the Women Teachers' Federation since it was organized. She was a rare woman. Her business instinct and mastery of detail made her invaluable in the Federation. Her poise and sanity were never disturbed, and personally she had the rare wit and mental alertness which made her a prominent feature of any gathering, professional or social.

SANTA CLAUS DISCOVERY

Santa Claus discovered a new world this season in the heart of the great New Jersey pine belt, ten miles back in the swamps and barrens from Vincentown, at a little settlement called Johnson's Place. He slid down the chimney into a humble one-room schoolhouse, so small that a teacher and twenty pupils crowd it on

school days, but packed last night with 100 men, women and children, many of them gathered there for the first Christmas celebration in their empty lives.

And at the same time the pine belt discovered a new world, a world that in past generations it had dodged and feared and finally hidden from in the dark woods and whose code of civilization it had finally forgotten. For years the pine belt has been sending its Christmas trees, its red berried holly, and its mistletoe to the outside world, and the hard cold work of getting these products of the woods off to the city markets is all that Christmas has meant to the "piney" children.

They have never known the toys and the joys, the treats and the "eats" which children of that other world associate with Christmas, for a strange fate seemed to have placed them beyond the ban. But this season the outside world sent back its message of Christmas love for "even the least of these," and things happened in the little pine belt schoolhouse that the world's greatest novelists have only dreamed about.

SCOTT TO MT. HOLYOKE

Dr. Colin A. Scott goes from the Boston Normal School to the head of the Department of Education of Mount Holyoke College. This has much higher significance than appears in the announcement. Dr. Scott is a teacher of teachers with exceedingly high scholarly attainments, professional ideals, philosophical and psychological visions with skill and power in presentation. No city normal school could give him the scope needed or the opportunity for the highest expression of his professional convictions. Mount Holyoke College provides every phase of opportunity which he needs both in the classroom and on other platforms. It is a disadvantage to a city normal school for a teacher to attract people from the outside, but this publicity which attracts prospective teachers is what a college needs and desires.

We congratulate Dr. Scott and the college upon this advantage which comes to both. No college can really be in the game now without an attractive and vigorous Department of Education, and this Mount Holyoke will have under Dr. Scott's leadership.

UNEASY AMERICA

We are using this week an article on "Uneasy America," by Walter Lippmann, in *The New Republic*, because it is exceedingly well written and because it seems to us to give the best reasons we have thus far seen for the very general unrest which seems to be universal. We are not inclined to think the general public has placed so much responsibility upon the President as does Mr. Lippmann, but we are not prepared to question his interpretation of the public mind.

February 22-25: Department of Superintendence, National Education Association, Detroit.

THE WEEK IN REVIEW

A RE-ASSURING NOTE FROM GERMANY.

The latest note from Germany relating to submarine warfare contains gratifying assurances that the principles of international law and the considerations of humanity will be hereafter observed. The definite statement is made that German submarines in the Mediterranean will be permitted to destroy enemy merchant vessels, passenger as well as freight ships, as far as they do not try to escape or offer resistance, only after passengers and crew have been accorded safety; and that, if submarine commanders do not observe these orders, they will be duly punished. It is promised that all cases of destruction of merchant ships in the Mediterranean, including the Persia case, if the circumstances call for it, will be investigated; and it is promised also that reparation will be made for damages caused by death of or injuries to American citizens.

THE BRITISH CONSCRIPTION BILL.

The long contemplated compulsory military service bill, which was introduced in the House of Commons on January 5, will put to a severe test the strength of the Asquith Ministry, and the loyalty of the British people. It makes liable to military service all males between eighteen and forty-one who are unmarried or are widowers without children dependent on them. Married men are exempted in accordance with Premier Asquith's promise that they should not be subject to compulsion until the younger and single men had been called up. But it is the exclusion of Ireland from the operation of the bill which will arouse the most bitter opposition. The support of the Irish members cannot be secured for the bill, in spite of this exemption, for they have declared their opposition to it; and it will be difficult to persuade the English, Scotch and Welsh members to relieve Ireland of her share of the burden resting on the British Empire.

THE BILL PASSES THE COMMONS.

The bill passed the first reading in the House of Commons by a vote of 403 to 105—a majority so emphatic as to prove that many members who are opposed to conscription on general principles realize its necessity in the present crisis. The minority was composed of Nationalists, some Laborites and a few Radicals. Neither the Irish members nor the Laborites are united in opposing the measure; for William O'Brien, leader of the Independent Nationalists, vehemently criticized the course taken by Mr. Redmond, and declared that he would not consent to strike a blow at the Allies by doing anything that would wreck the bill, and Arthur Henderson, Laborite leader and president of the Board of Education in the coalition cabinet, although he resigned his office in deference to the overwhelming vote of the Labor Congress against compulsion, did so with the express purpose of appealing to his constituents in sup-

port of the measure. Altogether, four members of the Ministry, three of them Labor leaders, have resigned,—a defection less formidable than was at one time anticipated.

THE RUSSIAN DRIVE AGAINST BUKOWINA.

Bitter cold and driving snows have checked military operations in the western theatre of war; and, in the Balkans, if the Teuton armies meditated an attack upon the Allies at Salonica, they have been held back, in part by the strength of the Allies' position, and in part by a reluctance to precipitate a crisis in Greece. But the Russians, inured to cold and hardship, have been hurling their newly-organized army against the Austrians in Bukowina, on the edge of Rumania, and, after days of furious fighting, have made important advances. Details of these battles are wanting; but the Russian gains have been such as to force a change, apparently, in the Teutonic plans, and to put the Austro-German armies on the defensive. Reports indicate that nearly or quite three million men are engaged in this fighting, along a battle line of 300 miles.

NOT ALONG PARTY LINES.

That the division in Congress upon the Administration's policy of preparedness will not be along party lines is indicated by the fact that the first attack upon the program, after the re-assembling of Congress, was made in the House by Representative Sherwood of Ohio, a Democrat; and also by the fact that some of the resolutions of inquiry offered in both Houses, and obviously inspired by hostility to the President's policy, are sponsored by Democrats. Such lines as there are will be more sectional than party,—representatives from the interior being less impressed with the urgency of national defence than those from the seaboard—and the opposition also will be largely pro-German, because it is no secret that the fear of German aggression is one of the prime reasons for preparedness.

BRYAN'S WAR UPON WILSON.

Mr. Bryan has entered upon an open war against the Administration. Senator Gore of Oklahoma is his immediate agent in this warfare; and the bills which he has introduced are practically Mr. Bryan's own. One of these bills prohibits the issuance of passports for use on the vessels of a belligerent country; and another prohibits American and neutral vessels from transporting American citizens as passengers and contraband of war at one and the same time. This is the broadest possible provision, since pretty nearly everything is contraband. Another bill, prohibiting the shipment of munitions of war, will be zealously pressed, and Mr. Bryan and his adherents are confident that it can be passed, though it would be certain to meet with the President's veto. All of these bills are distinctly pro-German, and might

SAFEGUARDING CHILDREN

JAMES LANE ALLEN

[New Jersey Department of Education.]

The safeguarding of children in school buildings is of the greatest concern. Important as education is, it is not worth what it costs if this education involves physical danger to pupils and teachers in the buildings provided by the people of the school districts of the state. Owing to a recent fire in a school building in a neighboring state, in which a number of children lost their lives, the public mind is at present sensitive to fire hazards and panics in schoolhouses.

The school law is explicit and mandatory—that every school district shall provide suitable school facilities and accommodations; the law further provides that such facilities and accommodations shall include proper school buildings.

Should there exist in the district a building containing possible fire or panic hazards, the teacher is not doing his duty as required by law until means of safe exit have been provided and the possible danger to the children from these hazards eliminated.

The responsibility for providing safe exits (safe under all foreseen conditions) is great. The erection of approved fire escapes, fire-proofing over and around boilers and heaters, etc., is comparatively inexpensive. One cannot afford to incur the criticism and censure of the public should an accident occur.

Boards of education have, during the past few years, made very commendable progress in the improvement of the buildings erected before the present Building Code (which provides adequate provisions for safe exits free from fire or smoke should a fire occur) became effective, especially in the matter of proper exits, fire escapes and boiler or heater room fire-proofing.

Public school buildings, as a whole, were never so safe as at the present time; but any building which does not have the proper fire and smoke safeguards for the quick and safe exit of the pupils should be closed until there is provided a safe building. A board of education does not hesitate to close a school on the appearance of a contagious disease among the pupils.

If there is a doubt concerning the existence of possible fire or panic hazards in a building:—

1. Appoint a committee consisting of: (a) The president of the board; (b) the chairman of the building committee; (c) the city superintendent or supervising principal, and (d) a competent builder or architect; or

2. Bring about the appointment of a commission consisting of: (a) One member of the Board of Education or a representative of the board; (b) the superintendent of schools or his representative; (c) the director of public safety or the chief of the fire department; (d) a well known architect or builder of high standing, and (e) a prominent citizen, to be appointed by the mayor, upon the request of the Board of Education.

Eight parchment pages, each in the handwriting of the author, were received by Superintendent of Public Schools M. A. Cassidy (Lexington, Kentucky) from James Lane Allen, famous Kentucky novelist, who wrote from his residence in New York in grateful acknowledgment of the general observance in Lexington schools recently of "James Lane Allen Day." The parchments have been framed and hung in the halls of the eight schools where the day was formally celebrated.

In characteristic James Lane Allen style, the appreciation, itself an English classic, expresses the gratitude of the distinguished Kentucky author for the honor which the school children of his own home are beginning to pay him in his own day. Indiana already is annually doing honor to her foremost poet, James Whitcomb Riley, and the Lexington schools are believed to have begun a custom destined to grow into a general observance each birthday of Kentucky's illustrious man of letters.

Superintendent Cassidy has announced that James Lane Allen Day will henceforth be celebrated in the Lexington schools on the author's birthday, December 21.

The token of appreciation was written and dated on Mr. Allen's sixty-seventh birthday. A copy of Mr. Allen's letter follows:—

"To the Children of the Lexington Public Schools:—

"Your loved and honored superintendent, Mr. Cassidy, who cannot have been a friend of yours as long as he has been a friend of mine, lets me know that you have set apart one day of this December as an honor for my birthday and as a tribute of appreciation to my work. Thus, though you are all strangers to me, I am made aware that you have become my friends through our common interest in what no one of us can ever hold too dear—the literature of Kentucky. And since thus early in your young lives, under the guidance of wise teachers, you have been led to the study of this young literature, and have meantime been reminded not to forget gratefully to acclaim those who have tried to create it, I can send back to you in happy acknowledgment of your happy greeting, no better wish for your own birthdays in maturer years than that these may find you still pursuing the study that you have now made your own. May there originate with you some movement, at least may there prevail among you the desire to make the literature of Kentucky more and more, if possible, the first wealth of the Commonwealth, the crowning, the imperishable glory of the State; some of you nobly helping to create it and all of you nobly eager to honor and guard.

"As for my birthday and what you have done to honor it, accept each and all of you the pledge of my life—long and most affectionate remembrance. It is as if you had taken up a plant

amid the deepening snows of the winter solstice and set it in a constant spring.

"Your friend,

"James Lane Allen.

"New York City, December 21, 1915."

This year, the day was celebrated in all of the schools. There were songs and compositions which treated of Allen's life and works, and many readings from his textbooks. The students were greatly interested in observing the day, and all were especially pleased to honor Allen while he is still living.

Lexington is the birthplace of James Lane Allen, and, though he has made his home in New York for many years, he is still remembered and loved by his home people, whom he has so greatly honored by his work.

The children of Lexington are proud of having taken the initiative in celebrating the birthday of Allen, for they are confident that, eventually, he will receive like honor from the schools everywhere. They are especially proud of the fact that they have been permitted to honor their distinguished fellow-citizen while he is still in the full vigor of productive manhood.

Mr. Allen, when notified of the tribute paid him by the schools of his home city, was deeply touched. There are eight copies of the appreciation done on parchment, and each is in his own handwriting. A copy of the appreciation was given to each school, and is framed and hung in the several buildings.

THE OLDEST UNIVERSITY

The University of Vermont.

My Dear Dr. Winship: Inaccuracies are seldom found in the Journal of Education. Indeed, I do not now recall having taken issue with any statement of fact made by you, and I am so appreciative of the educational value of the Journal that I am sure you will not misunderstand me when I say I was surprised to read in the Journal of the ninth instant the following statement:—

"The oldest State University in the United States is at Athens, Georgia. It was founded by legislative act, January 27, 1785, but was not opened to receive students until 1801."

It is true that the State University of Georgia was founded by the General Assembly of that State the twenty-seventh of January, 1785, but the University of Vermont in its genesis antedated the Georgia institution, as shown by the following quotation from the Vermont Constitution of 1777:—

"A school or schools shall be established in each town for the convenient instruction of youth with such salaries to the masters paid by each town, making proper use of school lands in each town, thereby to enable them to instruct youth at low prices. One grammar school in each county and ONE UNIVERSITY IN THIS STATE ought to be established by direction of the General Assembly."

It was due to the inspiration of this section of the Constitution of the independent republic of Vermont just quoted that the University of this State was founded. As a member of Legislature in 1789, General Ira Allen presented a memorial, offering to give four

thousand pounds and to secure the gift of an additional one thousand six hundred fifty pounds by other individuals providing for the establishment of a college to be located at Burlington. The Legislature, however, declined to accept the proposal of General Allen, but with a view to ascertaining what part of the state would afford the most liberal support to such an institution, agents were appointed after a long discussion to solicit donations and subscriptions in the several counties of the state, but no further legislative action was taken at that time.

Popular agitation in favor of the university continued, and when the Vermont Legislature re-assembled in 1791 the subject was called up, and it was decided that a college or university should be established. The next business was to fix upon its location. Several places were proposed, and the ballots being taken the result was as follows: 89 votes for Burlington, 24 for Rutland, 5 for Manchester, 5 for Williamstown, 1 for Castleton, 1 for Danville and 1 for Berlin.

The new University opened its doors to receive students in 1800, just one year before the University of Georgia began its actual work.

A careful study of the origin and development of the University of Vermont will show that it was founded by the state, named by the state, located by the state and directed by the state from the beginning, and that it was the first State University according to the modern conception on American soil.

Cordially,

Guy Potter Benton.

PHILADELPHIA'S HOME AND SCHOOL LEAGUE

An uncommonly valuable symposium marked the eighth annual conference of the scores of home and school associations combined in Philadelphia's great Home and School League, the oldest and most progressive organization of the kind in the country.

Mrs. Mary Van Meter Grice, founder and president of the league, led the discussions which were focused upon a challenge—"What to Do?" and the response, "How to Do." The symposium brought out an array of educational people seldom seen in a single gathering, along with parents, school visitors, physicians, employers and city officials concerned in educational activities. Among the best known speakers were the genial Dr. George J. Becht of the State Department of Education, Harrisburg; the able United States Commissioner of Immigration Frederick C. Hour, New York City; President H. R. Edmunds; Acting School Superintendent John P. Garber; Dr. John C. Frazee, Department of Vocational Education; Thomas G. Parris, chief probation officer; Dr. Ann Tomkins Gibson, newly appointed public school medical adviser; Dr. William D. Lewis; and Dr. Walter S. Cornell.

The conference presented a broadside of suggestion. "Make the public school an evening clubhouse," advised Dr. Howe; "public schools should be open sixteen hours a day instead of six. Organize the schools, the colleges, the art museums, art schools and public libraries of the city into a great university without walls; for only in this way can knowledge be taken out of cold storage and used by those who have a right to demand it. We should make each schoolhouse a centre for exhibiting the best art, instead of crowding it into museums which are seldom visited."

The use of the schools for municipal dance halls was suggested by Dr. Ann T. Gibson, who advocated teaching sex hygiene individually to children, and to adult classes evenings; the elimination of degenerates; frequent recesses; sufficient sleep; varied studies; and school feeding.

The teaching of civics, it was urged, should be of the

practical sort through the needs of the home and school. The statement that eighty-eight per cent. of all Philadelphia teachers are incapable of taking part in government should be corrected by giving the ballot to women, and each child should be told why his mother (his chief teacher) cannot vote for members on the Board of Education.

Freedom in his work was urged for Dr. John Frazee, vocational director, who has been criticized for not following a course in the forty-five shops connected with the elementary schools of Philadelphia, in which 11,000 boys are now working on all sorts of useful and ornamental objects instructed by men who have been in the trades.

It was pointed out that the vocational training which must be developed is in the high school, for no choice of vocation can be made before the age of fifteen or sixteen, and no amount of vocational training can make an efficient wage earner without certain qualifications—manual skill, intellectual capacity and spiritual ideals.

That parents should try to have a definite idea of the purpose of their children's education was one of the suggestions made by an employer of large numbers who urged that schools teach the psychology of tact,—“the diplomacy of life.”

The socialization of the schools, giving the child more responsibility, and the translation of the work of the schools into the activities of the community, were eloquently advocated by Dr. Becht.

The meetings were held in the William Penn High School, largely attended and enlivened by a banquet provided by the practical co-operation of many of the home and school associations. The discussion of the needs for social centres, it is hoped, will result in stirring the city authorities of Philadelphia to again make the appropriations (through the Board of Public Recreations) for the social centres first started and maintained by the Home and School League as object lessons but now closed for lack of funds.

J. A. S.

APPRECIATION OF DR. HARRIS

Department of the Interior,
Bureau of Education,
Washington, December 21, 1915.

My dear Dr. Winship: I find your note of November 15, asking me to send an appreciation of Dr. William T. Harris, has not been answered. This oversight is due to the fact that I have been away from my office almost constantly from the twenty-fifth of October until the sixth of December. I regret very much my failure to get at least a few lines to you. It always gives me pleasure to express any part of my appreciation of Dr. Harris, who did so much for the cause of education in the United States. Few, if any, have ever had so deep an insight into the fundamental principles of education as Dr. Harris had. For a quarter of a century, through his writings, his addresses, and his counsels, he has contributed to the conservative and sane progress of education in all of its phases. No doubt we shall for decades think of him as the great Commissioner of Education.

Yours sincerely,
P. P. Claxton.

A. S. Kansas: I wish to express my appreciation of the *Journal of Education*. Every issue contains articles of the greatest value to teachers. The address on “Standardization—Wise and Otherwise” I have read and re-read, and have urged others to read it. I look forward to Monday mornings when my paper arrives. It is full of inspiration and information.

BOOK TABLE

CARLYLE: HOW TO KNOW HIM. By Bliss Perry, professor of English in Harvard University. Indianapolis: The Bobbs-Merrill Company. Cloth. 267 pp. With portrait. Price, \$1.50, net.

Professor Perry's “Carlyle” is a noteworthy addition to the splendid Bobbs-Merrill series of popular introductions to great literary men edited by Will D. Howe. Here we have a sympathetic, interesting, not too “deep” treatment of the man and his message, in which the writer lets Carlyle speak for himself. But apart from its value to admirers of Carlyle the book has an interest of its own, because it is the work of one of the keenest critics that America can boast or has boasted, a master of English, oral and written, a whole-soul lover of humanity and the human element in literature—Bliss Perry, former editor of the *Atlantic Monthly*, now professor of English at Harvard University. Within the space of 260 short pages he succeeds in instilling into our layman minds something of his own deep and abiding enthusiasm for Carlyle the living, breathing man, with his faults and virtues, his struggles, his mistakes, his rewards, his literary theories and how he carried them out. The chapter headings are significant: The Heritage, The Making of the Man, Babylon, Solitude, The Reaction, Our Own Problem, How He Wrote, His Literary Theory, The Theory Tested, Sartor Resartus, The French Revolution, Chartism, Heroes and Hero-Worship, Past and Present, Cromwell, Latter-Day Pamphlets, The Life of John Sterling, and Frederick the Great. Few men are gifted as is Bliss Perry to get at the soul of a writer through the oft-times shadowy cloak of his written works, to show us what he was and why. This result is attained in part by the skilful use of quotations and in part by an adeptness, a facility in interpretation which is indeed unique, and which seems to come quite as much from a peculiar genius for interpretation as from a condition of familiarity with Carlyle and his works that is sometimes described by the hackneyed word “steeped.” Nowhere is this gift more in evidence than in the sympathetic treatment of Carlyle's relations with his wife and his “passionate regret for all his blindness to the little things which make up the sum of a woman's happiness” after her death.

The book is well worth reading both as an introduction to a great author and as an unassuming masterpiece in literary criticism by a master-writer. Two slight misprints have been noted: p. 129, “siege,” and p. 192, “paroxysm,” are misspelled.

TEACHING: ITS AIMS AND METHODS. By Levi Seeley, Ph. D. New York: Hinds, Noble, & Eldredge. Cloth. 313 pp.

Dr. Seeley of the New Jersey State Normal School at Trenton is one of the few normal school men who have written several genuinely successful professional books. Readers of the *Journal of Education* appreciate the fact that we have been insistent that normal school teachers ought to be specially equipped for writing professional books. A professional book that comes from the daily practice of a teacher of teachers ought to be eminently sensible as well as definitely helpful, and all of Dr. Seeley's books fill both conditions.

TEACHING IN THE HOME. By Adolf A. Berle, A. M., D. D. New York: Moffat, Yard & Company. Cloth. Price, \$1.25 net.

The publishers style this “the cream of a thousand text-books,” and “a handbook for intensive instruction of the child's mind for parents and instructors of young children.” Dr. Berle has certainly given a notable illustration of success in teaching children in the home. Both Dr. and Mrs. Berle have made brilliant success in the application of the principles here discussed. He would have children think, speak, play and live as children, but he would not have them childish because they are childlike. He believes that nature and human nature appeal to children and he would teach botany, biology and other sciences on the level of the children, but always with a vision of greater things. He believes that a child will never know language unless we constantly intensify the opportunities to use language a little above that which he has been using; the same with all knowledge.

This book seeks to show how, from their earliest years, little children may be led into familiar association with the elements of real knowledge, and thus begin their formal education at a point far beyond that usual in children. It is characterized

chiefly by its daring use of the material, commonly reserved for college work, for young children, and the naturalization of the child in the atmosphere of knowledge, intellectual discipline, and culture.

LATIN FOR THE FIRST YEAR. By W. B. Gunnison and W. S. Harley (Erasmus Hall High School, New York). Boston: Silver, Burdett & Co. Cloth. Illustrated. 344 pp. Price, \$1.00.

Dr. Gunnison and Mr. Harley approach the task of preparing an introductory Latin book for secondary schools well-equipped by reason of their teaching experience in a large high school, and their collaboration in the editing of successful editions of Cæsar and Cicero. "Latin for the First Year" is distinguished by simplicity, clearness and pedagogical effectiveness. Evidences of the influence of the newer aims in teaching the classics are not lacking; only the essentials are studied, comparison is constantly made with English usage, there are frequent summaries and reviews, and drill in speaking Latin is afforded by Latin questions to be answered in Latin by the pupil. The typographical arrangement of the book is excellent. The pages are open, and differentiation of type is skillfully used to direct the attention to the salient features of each lesson. The illustrations consist of reproductions of photographs of ruins of Roman architecture, of paintings illustrative of Roman life, and of landscapes from the country mentioned in the *Bellum Helveticum*. In addition to the eighty-two lessons of the text proper, about forty fables and anecdotes for sight-reading, an appendix of paradigms, and the usual vocabulary and index have been provided. The book is intended mainly to give the pupil a thorough preparation for reading Cæsar in the second year, but it is so planned as to lay a substantial foundation for the subsequent study of other Latin authors as well.

LESSONS IN ELEMENTARY PHYSIOLOGY. By Thomas H. Huxley, F. R. S. Enlarged and revised edition. New York: The Macmillan Company. Cloth. Illustrated. 628 pp.

In most branches of scientific study it is impossible to use the works of the great pioneers, simply because the changes wrought by the advance in scientific knowledge make them no longer available for study except as significant documents in the history of the science in question. This is not true of Huxley's Physiology. Originally published in 1866, revised first by Foster, later by Barcroft, the present is the sixth edition and thirty-sixth printing of this truly standard work. The labors of the great master have been worthily continued by his successors in the editorship, and the enlarged and revised edition of 1915 is thoroughly abreast of the latest developments in physiological science.

The book is divided into twelve chapters, as follows: General View of the Structure and Functions of the Human Body, The Organs of Circulation, The Blood and the Lymph, Respiration, Sources of Loss and of Gain to the Blood, The Function of Alimentation (Digestion and Absorption; Food and Nutrition), Motion and Locomotion, Sensations and Sensory Organs, The Organ of Sight, The Coalescence of Sensations with One Another and with Other States of Consciousness, The Nervous System and Innervation, and Histology, or the Minute Structure of the Tissues. An appendix contains tables of anatomical and physiological constants. A full index has been provided. There are 185 illustrations, consisting of charts, diagrams, etc. The book is an unusually complete treatment of the subject, not too technical nor too "popular," but just a straightforward account of the vital processes, written in an interesting, instructive style, and containing all the essentials for a thorough study of physiology, or for a course in general reading in the field, if that is all that is desired. In either case it has the advantages of interest, authority, and the sentimental value which attaches to the name of the great scientist who gave it being.

FIRST AID IN THE LABORATORY AND WORKSHOP. By Arthur A. Eldridge and H. Vincent A. Briscoe. New York: Longmans, Green & Co. Cloth. 32 pp. Price, 35 cents, net.

It often happens that persons who have taken courses in First Aid find, in an emergency, that they have forgotten the treatment appropriate for any particular

injury. The authors of this little book have had much experience in chemical and mechanical laboratories of an English college, and they have found the need for a reference book as an aid to memory. This book will tell in an instant what should be done.

BOTANY. By D. Thoday, lecturer in Physiological Botany, University of Manchester, Eng. Cambridge, Eng.: The University Press. Cloth. Illustrated. 475 pp. Price, 5s, 6d, net.

Professor Thoday's "Botany" is primarily a textbook for college students, and it is so written that it may be of general service, to teachers as well as to students in secondary schools. No previous knowledge of botany is assumed. The subject matter is divided into sections, each more or less self-contained, so that the more elementary parts of the book may be taken up in any order desirable. A necessary minimum of physics and chemistry is supplied. The experiments and the illustrations give the work distinction as the product of a master teacher of the subject.

HOW TO STUDY AND WHAT TO STUDY. By Richard L. Sandwick, Illinois. Boston, New York, Chicago: D. C. Heath & Co.

Part I treats of "The Principles of Effective Study"; Part II, "What to Study and How."

It is a valuable book for both teachers and pupils. It contains important information, and wise and practical suggestions.

A boy or girl heeding the good advice herein offered would find school work easier and far more agreeable, and teachers would become more efficient by carefully digesting the contents of this work.

There is much wisdom in the first sentence: "Students have a right to as much and as expert coaching on how to study lessons from books as they receive on how to play football, or how to dance, or how to do anything else."

Too often students find this out by stumbling—if they find it out. The printer deserves praise for making such an attractive book.

GATE TO ENGLISH. By Will D. Howe, Zella O'Hair and Myron T. Pritchard. New York: Longmans, Green & Co. Cloth. Books One and Two. Illustrated in color.

Three successful teachers and book-makers, pedagogical students with abundant skilful practice in testing theories and demonstrating methods, devoted professional educators, have combined their ability and experience with the publishers' art in the production of two exceedingly attractive books from which to teach and learn the correct and easy use of English with voice and pen.

ELEMENTARY LESSONS IN ELECTRICITY AND MAGNETISM. By Silvanus P. Thompson, of London. Seventh edition, revised and enlarged. New York: Macmillan Company. 706 pp. Price, \$1.50.

This has been a standard work among scientists for twenty years, and in seven editions it has kept pace with the progress of the science, so that in this edition wireless telegraphy and the body of facts behind the theory of the electrons are magnified. It is still a scientific masterpiece among scientific masterpieces.

COURSE IN ISAAC PITMAN SHORTHAND. New York: Isaac Pitman & Sons. Cloth. 240 pp.

This is the revised Centenary edition of the handy and practical volume of a series of lessons in Isaac Pitman's system of phonography. This standard system needs no recommendation and the present volume presents the system in the best way for beginners.

BOOKS RECEIVED

"A Brief Bibliography of Books in English, Spanish and Portuguese, relating to the Republics Commonly Called Latin American." With comments by P. H. Goldsmith. New York: The Macmillan Company.

"Everyday Number Stories." By Longan, Serl and Elledge. Price, 40c. Yonkers, N. Y.: World Book Company.

"Selections from Carlyle." Edited by Hemingway and Seymour. Boston: D. C. Heath & Co.

"How to Become an Efficient Sunday School Teacher." By W. A. McKeever. Price, \$1.00. Cincinnati: Standard Publishing Company.

"Reproduction." By F. W. Galloway. "Evolution." By J. M. Coulter. Bloomington, Illinois: John G. Coulter.

"Biblical Readings from the Bible." By Keeler and Wild. New York: Charles Scribner's Sons.

"Scott's Lay of the Last Minstrel." Edited by M. A. Allen. Price, 35c. Boston: Ginn & Co.

"Course in Isaac Pitman Shorthand." New York: Isaac Pitman & Sons.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JANUARY.

20-22: National Society for the Promotion of Industrial Education, Minneapolis, Minn. Alvin E. Dodd, 140 West 22d street, New York City, secretary.

FEBRUARY.

10-12: Southern Minnesota Teachers' Association, Mankato. D. S. Bra-nard, Redwood Falls, president.

11-12: Southern Wisconsin Teachers Association, Madison. E. G. Doudna, Richland Center, president.

22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.

28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

10-11: New Jersey Council of Education, Newark.

16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

APRIL.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. When the Boston school authorities took up their spelling investigation some time ago they decided to test the words instead of the pupils or the schools. How hard are different words to spell? The degree of difficulty of each word in a list was determined by the ability of 1,000 pupils to spell it after they had had the word in a spelling lesson.

They tested the word's ability to be spelled correctly, rather than the pupil's ability to spell.

The result was an evaluation of

words. Words were published in lists for each grade by the Department of Educational Investigation and Measurement of the School Department.

This was with a view to increasing the effectiveness of a teacher's instruction. She could know what words assigned for her grade are likely to be most difficult and which ones are likely to be easiest for a large portion of her class.

If 1,378 out of 1,459 fourth grade pupils spell "ache" correctly, it is obvious that no great amount of emphasis need be placed on teaching that word. But if, as in a test conducted, 246 out of 1,459 pupils misspell the word "ninety," it is clear that this word must be taught with special emphasis.

Thus the Boston schoolteachers have lists of words upon which to concentrate attention in each grade, words which the investigators say are "stickers."

On the other side of the continent investigators have attacked the problem in a different way, at Oakland, Calif., where they have tried to discover what kind of pupils spell best, instead of what kind of words spell best. They discovered a great many interesting things about spellers, some of which may be important. For instance:—

Girls are much better spellers than boys, so much better that girls should learn the grammar school spelling lessons in half a year or a year less time than boys.

Whether it is because girls have better verbal memories or because girls are more industrious when set to such a formal task as studying a spelling lesson, or whether the mental development of girls is quicker than that of boys of grammar school age, the investigators do not feel sure.

The brightest and dullest children in all around work are generally the best and the poorest spellers respectively.

Children of skilled workmen spell better than children of laborers, the Oakland tests showed. The children of clerks spell better than children of professional or business men. Children whose fathers are public officials (including policemen) spell better than all others.

They went so far as to gather percentages on the relation of spelling ability to the occupation children aspire to. Girls who said they wanted to become housewives spell better than any other children. Children who want to be writers spell next best. (Editors say writers are abominable spellers in many cases. The writer had to look up the spelling of "abominable.") Perhaps children who want to become writers forget their ambition.

The children who want to enter business or the professions were far better spellers than those who want to enter trades or agriculture. Two dozen boys who want to be base-

ball players are worse than any others. All of which indicates, say the investigators, that the occupational choice of a child shows roughly what is his spelling efficiency.

Children of Portuguese origin are poor spellers, those of Germanic and British origin are also not good spellers, and children of Italian parentage are fine spellers, in Oakland. But no one language influence is to blame for the fact that children of foreign parentage average lower than native children.

The conclusion they make in Oakland is that teachers should study the varying individual conditions and environment which make some children good spellers and some children poor spellers. To this they add:—"We should fortify with strong habits, dictionary habits in the upper grades, against all guessing."

Ten of the hardest words for pupils to spell in the eighth grade list in Boston are: Chauffeur, thermometer, auxiliary, feminine, miscellaneous, extraordinary, secession, similar, lieutenant and nuisance.

CAMBRIDGE. A State University for Massachusetts was endorsed at the meeting of the Massachusetts Teachers' Federation at Riverbank Court, Cambridge.

Dr. F. W. Hamilton, formerly president of Tufts College, approved the university extension scheme by correspondence about to be tried in this State, but said it was only a palliative. His advocacy of a free university education for every young man and woman was heartily applauded.

Rev. Walter Scott pleaded for recognition of the right of every qualified citizen "to free college training, without inquisitorial examination into the state of his finances." He proposed the formation of a University of New England, to be undertaken on the initiative of this State.

He characterized it as discreditable in New England, with its traditions of culture, that a youth should be unable to get a university education because unprepared to pay a considerable tuition fee. Free scholarships, he said, render the recipient an object of charity. "Massachusetts is not in the forefront of higher education, but would be if she had a University of New England," he asserted.

The Federation went on record as favoring a plan proposed by the State Board for certification of teachers throughout the Commonwealth; as approving the principle that in graded schools not more than forty pupils should be in charge of one teacher, this number to be further reduced by gradual degrees down to a reasonable limit; as advocating formation of special classes for subnormal and for exceptionally bright children; as urging school committees or superintendents to prepare for grade teachers lists of minimum requirements in order that each instructor may

know what is expected of her. A detailed and carefully prepared document on a proposed "mill-tax bill" was circulated by Melville A. Arnold, chairman of the Federation's committee on legislation. It was voted to favor the principle of equalization of taxes for the benefit of the poorer and more remote communities which Massachusetts stands almost alone among American states in never having recognized.

Miss Katherine Dolbear, daughter of the late Professor Dolbear of Tufts College, gave some amusing experiences from her teaching in California. Superintendent George L. Farley of Brockton made a report on needed changes in school curricula, mostly in the direction of further democratization of education, on which recommendations three of the above resolutions were based.

It was voted to extend the congratulations of the Federation to E. S. Cogswell, lately secretary of the state teachers' retirement fund, who has been promoted to be head of the workingmen's compensation bureau.

MEDWAY. There was a most enjoyable event for the members of the school committees of the towns of Medway, Holliston and Sherborn, representatives from the boards of selectmen of each town, and educators, about twenty in all, in a banquet given them recently by the superintendent of schools, Carroll H. Drown, at the Quinobequin Inn.

The post-prandial exercises consisted of addresses and impromptu remarks. Superintendent Drown briefly stated the object of the "get together," and emphasized the need of school committees getting together more often and giving far more consideration to the great problems of education, as well as to their more menial official duties. He also referred to some of the vital present-day problems which educators and those having the responsibility of the schools must meet. He outlined a scheme of re-adjustment of the grade system and high school courses, which, he thinks, will better meet the present needs and give opportunities for more practical education.

The company was honored in being addressed by Mason S. Stone, state commissioner of education of Vermont. Superintendent A. O. Caswell of Milford gave a short response to a toast referring to incidents in connection with his work in the Philippines, while Mr. Stone was general superintendent of education there.

MEDFORD. Charles N. Jones, former State senator, has resigned as member of the school board after a service of thirty-five years. The teachers of the city all contributed to a testimonial, in gold, of their appreciation.

SANDSFIELD. Harold C. Bales of Wilton, N. H., was selected as the school superintendent for the district comprising the towns of Sandisfield, Granville, Tolland and Southwick by the school committees of the four towns. The new superintendent will succeed Josiah S. McCann. His salary for the first year will be \$1,500. Mr. Bales is a graduate of Dartmouth College. He was an instructor in mathematics in the Concord (N. H.) high school from 1909 to 1912. From September, 1912, to

June, 1914, Mr. Bales was principal of the Dalton High School. Since 1914 he has been a graduate student and assistant in mathematics at the Massachusetts agricultural college. His work at Amherst has been along lines of agricultural education with special emphasis on the supervision of rural schools.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

ERIE. The school board presented to the electorate of Erie a proposition to increase the bonded debt of the school district by \$1,000,000. A systematic, well-directed effort was made in the way of enlightening all the people on the subject through articles published in the papers. The subject was very fully discussed and reasons given for the action of the Board. Every phase of the loan was explained, conditions were definitely detailed and every possible question or objection that could be raised was fully and frankly met. As the result of this action, the loan carried by a very large majority.

TIOGA COUNTY. County Superintendent E. A. Reton has issued the first number of the Tioga County School Journal. It is a four-paged paper, packed full of helpful matter for every teacher.

SOUTHERN STATES.

OKLAHOMA.

NORMAN. Dr. Walter L. Capshaw, for seven years professor of anatomy at the University of Oklahoma, died suddenly of pneumonia Christmas morning. He was a graduate of St. Louis University and intended studying in the East while on sabbatic leave this year, but was prevented by ill health. He was twenty-nine years old and leaves a wife and two children.

CENTRAL STATES.

INDIANA

GARY. At the request of the United States Bureau of Education, Superintendent William Wirt, of the Gary public schools, has designated two periods for the benefit of those who wish to visit the Gary schools en route to or from the convention of the National Society for the Promotion of Industrial Education, to be held in Minneapolis, January 20, 21 and 22, 1916. Mr. Wirt says: "The public schools of Gary will be pleased to receive visitors January 18 and 19 and January 24 to 29, 1916, to accommodate persons attending the meeting in Minneapolis."

Gary is about thirty-seven miles east of Chicago and may be reached via Baltimore & Ohio or Pennsylvania Railroad. There is also hourly connection by electric from Chicago.

It is announced from New York City that William Wirt, originator of the Gary system and superintendent of schools here, is to continue for another year as adviser to the New York Board of Education.

LAPORTE. Arthur Deamer, for ten years superintendent of the Laporte public schools, has been elected superintendent of the public schools at Fargo, North Dakota.

TERRE HAUTE. Vocational

Education was the theme in the discussions incident to the dedication of the new vocational building of the Indiana State Normal School, January 6. Governor W. N. Ferris of Michigan was the principal speaker. The forty-sixth anniversary of the founding of the normal school was celebrated in connection with the dedication.

ILLINOIS.

CHICAGO. Arithmetic will be supplemented by instruction in anti-gambling, if some of the Chicago school trustees have their way. They believe that if a boy is taught how to handle the financial situations incident to a game of craps or a hand at poker, he ought to be warned simultaneously that the path of the amateur gambler leads to bankruptcy.

John W. Eckhart, chairman of the special committee appointed to clean up the neighborhoods surrounding schools, expects to bring a recommendation before the board asking authority to employ special investigators to gather evidence on the places of iniquity which he asserts abound in school neighborhoods.

Another recommendation may result in instruction in avoiding the pitfalls of youth.

"The boys and girls in our schools ought to be warned against dangers that surround the schools," says Mr. Eckhart. "They are not taught to keep away from vicious poolrooms, from ice cream parlors where gambling is permitted, and from the other dens of vice. Two bad boys in a poolroom can demoralize a half hundred good boys."

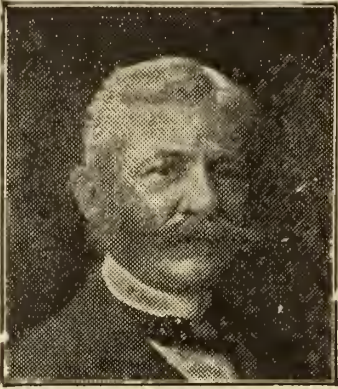
"If the board of education can present good evidence to the city officials I believe it will have no difficulty in cleaning up school neighborhoods."

"I believe we ought to have a non-sectarian Sunday School in our schools," said Mr. Loeb, president of the board. "We ought to teach ethics. We ought to teach right living. We ought to make boys and girls understand that many courses before them lead only to grief or crime or shiftlessness."

The University of Chicago, which is about to celebrate its twenty-fifth anniversary, really began its career in 1891 when the faculty was organized, rather than in 1892, when, on October 1, it opened its doors to students. The University authorities have already taken preliminary steps for a proper celebration of this quarter-centennial. A committee of arrangements consisting of thirty-five members has been appointed, including representatives of the Board of Trustees, of the Faculties, of the alumni and of students in residence. Numerous sub-committees are engaged upon the details of the celebration, which will take place June 9-13, 1916.

A noteworthy feature of the quarter-centennial celebration will be the dedication of Ida Noyes Hall, the \$500,000 clubhouse and gymnasium for women.

At the ninety-seventh convocation of the University of Chicago in addition to a very large number of Illinoian graduates there will be others from Alabama (2), Washington, D. C. (1), Indiana (5), Iowa (2), Kansas (2), Kentucky (1), Massachusetts (1), Michigan (3),



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NEBRASKA.

NORTH PLATTE. A junior high school building will be erected at North Platte during the coming year, the citizens having authorized an issue of \$50,000 in bonds for that purpose at a special election this week. This building will contain all of the seventh, eighth and ninth grades of the city. It will be the first building erected in the state for this kind of a school.

SOUTHWESTERN STATES.

CALIFORNIA.

FRESNO. Should a child answer his teacher with "Yes" and "No," or should his reply be, "Yes ma'am—No ma'am" or "Yes sir,"—"No sir"?

This question occupied over an hour's time in a recent meeting of the Board of Education. The motion was passed that Superintendent Starr instruct the teachers that "Sir" and "Ma'am" should be used. Many of the teachers had instructed their pupils to say the plain "Yes" and "No."

At the first state convention of high school principals ever held in California, which met here last month, Will C. Wood, State Commissioner of Secondary Education, acted as chairman, and in his address he said of the high school fraternity problem:—

"It is most important that false standards should not be fostered in the schools. High school fraternities existed only in defiance of law, and young and impressionable minds should not be given such ideals. Scholarship is lowered by memberships in these organizations.

"Fraternities in high schools do not teach self-reliance, and the youth is likely to depend upon 'pull' instead of upon enterprise. The fraternities exist because the parents are willing that they should exist. To break them up, the first appeal should

be to parents and not to the boards."

SAN FRANCISCO. Results of two years' experience with a system of "individual instruction" with 500 pupils at the San Francisco State Normal school were announced by Frederic Burke, president, in a monograph, advocating its substitution in public schools for the present class or "lock step" system, upon which he laid the blame, largely, "for the army of life's misfits."

"There is no reason," Mr. Burke concluded, "why there should not be one combined movement to uproot from the schools the lock step system which has sapped the strength and vitiated the efficiency of our schools, which has driven half the pupils out of the schools without an adequate education and which now is responsible, very largely at least, for the army of life's 'misfits.'"

The conclusions drawn from the data, included in the sixty-nine page monograph, set forth that under the individual system practically all pupils would finish school before the ages at which they now seek to leave, "thus dissipating the appalling fact that sixty per cent. or more of the youth of the land enter upon world life without equipment of at least an elementary schooling."

1. The usual eight grades will be completed by the slowest pupils in not more than seven years and by the fastest in not more than five years.

2. The individual system must in principle and does in fact give a thoroughness and efficiency to every pupil quite beyond any possibility of the lock step schooling.

Other conclusions dwelt upon the reduced cost because of the elimination of waste and "repeaters," the reduction of the number of pupils to each teacher for the same reasons and the greater adaptability of the system to the varied needs of children.

"Under the class system," Mr. Burke said, "not only must pupils keep in lock step with one another, but also each pupil must make even progress in the six to ten subjects he may be studying at one time. If he keeps well the step in reading, geography, etc., but fails in arithmetic,

he is forced to 'repeat' and must retrace his steps not only in the subject in which he failed, but also in those in which he succeeded. It looks inhuman—it is inhuman."

UTAH.

SALT LAKE CITY. Preparedness and a military program for the schools found little sympathy at the hands of speakers before the Utah Educational Association, which held its annual meeting here last month. Peace was the desire of the speakers, and preparing for war was not their idea of ensuring peace.

Against his expressed wishes, State Superintendent E. G. Gowans was elected president of the association.

D. C. Jensen of Brigham was elected vice-president. Professor Howard R. Driggs of the University of Utah, retiring president, and P. D. Jensen of Ephraim were elected trustees.

The association made provision to enlarge the scope of its work next year by a greater degree of specialization, in that it was decided to incorporate three additional sections for sectional discussions next year. These sections are in home economics, English and history.

Superintendent C. H. Skidmore of the Granite District so destroyed the widely circulated report that Utah spent eighty-eight per cent. of its total tax receipts on education that the association embodied his contention in its resolutions. Mr. Skid-

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All teachers should try the U. S. Government examinations to be held throughout the entire country during the Winter and Spring. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

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more said it was forty-four per cent., not eighty-eight.

The resolutions adopted by the association follow:—

"Be it resolved that the Utah Educational Association affirms its approval of the American School Peace League, the organization of peace leagues among pupils, the observance of peace day, May 18, and the dissemination of literature bearing on international relations. The association views with satisfaction the efforts made by the American Peace League to secure the co-operation of teachers in other countries, and hopes that in the future similar school peace leagues may become active forces in the educational systems of the different countries of the world.

"Whereas a false impression is wide spread that eighty-eight per cent. of the revenue of the state is expended for educational purposes, and,

"Whereas such impression is resulting in grave injury to the schools of the state, therefore,

"Be it resolved, that each member of this association act as a committee of one to do all in his or her power to correct this impression, and, furthermore, that the report of the special committee on taxation which has been adopted by this convention be printed and given as wide circulation as possible."

NORTHWESTERN STATES.

IDAHO.

BOISE. The Idaho State Teachers' Association, which met in Boise December 28 and 29, presented some unique features. There were the usual general and sectional meetings, also a meeting of the Educational Council, but, instead of devoting all of the time of the general sessions to the usual purposes, one afternoon was given over to the subject, "Educational Progress in Idaho."

Superintendent Walter R. Siders of Pocatello, chairman of the Executive Committee, had sent a circular letter to all the county and city superintendents in the state asking them to report on any educational experiments or achievements which were worthy of note. A large number of replies were received. From these replies the Executive Committee selected such things as would show the new educational features in the state. Among the subjects discussed were: Rural School Libraries, Hot Lunches in Rural Schools, Community Centre Work in Rural Schools, The Six-Three-Three Plan, Teachers' Cottages, One-Hour Study Recitation Plan for High Schools, A Free School Lyceum Course, Junior Civic Leagues and School Orchestra and Band.

A number of Idaho city schools are using one hour for a combined study recitation. The recitation comes first, and from twenty to thirty minutes of the hour are utilized for supervised study. The Free School Lyceum Course is in operation in Twin Falls County, and the course offers lectures, readers, musicians, demonstrators of agricultural, household and vocational work. The community desiring the services of any of the persons scheduled for this lyceum work notifies the county superintendent at Twin Falls, who sends out the desired talent at no cost to the community other than

the expense necessary to take them to the appointed place and back home. Most of the trips are made in automobiles at small expense.

The schools at Buhl have a large number of country pupils during the noon hour. School band and school orchestra practice uses part of this time, a children's story hour is maintained and illustrated lantern lectures are given. Also pupils who have extra work to make up are drilled during this noon hour instead of after school. The plan is proving very successful.

One evening was given over to a symposium on the Idaho School System. The president of the State Board of Education, the Commissioner of Education, the State Superintendent, the head of each state school, a county superintendent, a city superintendent, a high school principal, a teacher and a school trustee were each on the program to present the phase of Idaho school work which he represented. This was one of the most interesting programs of the session, giving, as it did, a bird's-eye view of the whole educational system of the state.

Superintendent Siders presented to the Educational Council the subject of "Home-Made Survey as an Aid to Local Progress." The principles governing surveys were discussed, and the objective standards now available in education were cited as a means which might be used by local school people wherewith to test and compare their schools with school conditions elsewhere.

OREGON.

MEDFORD. At the annual State Teachers' Association meeting here, the last week in December, the constitution, as reported by the committee that has had it in preparation during the past year, was adopted. It effects a merger of the eastern and western divisions of the state association.

The purpose is to place the organization in better working condition and in closer touch with interesting problems regularly arising in educational activities, and it is believed that, under the combined strength of the two organizations merged into one, this general desideratum may be reached with more substantial results.

The new body will have a central council composed of representatives from all of the various educational institutions and organizations in the state that hold regular meetings. This will be the governing body. It will also provide for the establishment of an educational journal, the policy of which shall at all times be controlled by the executive committee.

H. H. Herdman presided at the meeting, and proved a great one for the association.

WASHINGTON.

SPOKANE. Speaking of surveys, Superintendent Watson says:—

The need of a scale of measurement of the output of our schools is not a new discovery. It has expressed itself as school surveys. These, for the most part, are conducted by persons of recognized standing as educators. They visit the city to be investigated, consult with the officials and agents of its schools, inspect records and reports, examine courses of study and note

procedure in classes. They study the organization of the system and apply accepted standards to determining what in it is good, what not. They report their findings, both favorable and unfavorable, and make recommendations. Findings and recommendations alike are based upon personal investigations within the system of schools. Whether the report proves creditable to the system depends upon the completeness of their observations and upon their standards of judgment. So far as Mr. Watson is aware, no survey has yet tried seriously to determine in intelligible terms for any community to what degree its schools satisfy the demand for upright and intelligent citizenship composed of law-abiding, self-respecting, self-supporting men and women; to what degree the schools afford every individual of school age the means whereby he or she may discover the pursuit for which either is best fitted, that which will supply the best opportunity for using native talents and will give the requisite preliminary training.

But the fact that this field of investigation is a most difficult field should not prevent attempts at investigation. It, however, is the duty of every school system, instead of invoking spasmodic survey by a special committee from time to time, to maintain a progressive and continuous "check" upon its effectiveness. There should be self-survey. We have for several years, through the co-operation of principals and teachers, conducted a "check" upon the Spokane schools. Attention is drawn to the brief outline of the plan and to some of the results attained. Our self-survey comprises the considerations determining progress, non-promotions, persistency in attendance at school, ascertaining the causes and extent of quitting school and the census of our schools.

One of the determinants as to the success of a school or a school system consists of persistence in attendance. Assuming educative material and educational methods to be of the right kind, assuming also that the pupil attacks the material with reasonable vigor, the longer the pupil can be held in school, and the more nearly he approaches completing a prescribed course, the better for the individual and the community. Moreover, the degree of persistence in attendance forms one of the surest indicators of the fitness of the educa-

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tional material and methods. Investigations by Professor Thorndyke and others apparently prove that economic conditions have little to do with persistence in attendance.

Teaching Thrift

The interesting subject of thrift-teaching methods will be taken up, according to the following announcement from the National Education Association office:—

At our Oakland meeting, S. W. Straus, of Chicago, President of the American Society for Thrift, made a proposition to the Association in which he offered to finance the expenses of a committee if one should be appointed to study the methods by which instruction in thrift might be introduced into the public schools. He also offered to furnish funds which could be used for prize-essay contests on the subject of thrift. This offer was accepted by the National Education Association and a committee was authorized to be appointed by the president of the National Council of Education.

In discussing the question of the essay contest with Mr. Straus, it was decided to conduct two, one of which should be open to school children and one to adults. The contest for adults will be managed entirely from this office, but it was thought best to manage the contest for children under the following conditions:—

Each county superintendent will be asked to endeavor to secure a contest in each school within the county outside of cities of four thousand population. That figure was chosen because of the fact that it is the basis for the directory issued by the United States Commissioner of Education. We shall endeavor to have each school select the three best essays that are presented, using any system in the selection which the teacher desires. The three best essays from each school will be sent to the county school commissioner, who, in turn, will, by any method he sees fit, select the five best essays from the schools of the county and send them to the state superintendent. At the same time there would be conducted in each city system of four thousand population or more a similar contest under the direction of the superintendent of schools. Superintendents of cities of less than ten thousand population will send one essay to the state superintendent; superintendents of cities with a population between ten and fifty thousand will send two essays to the state superintendent; superintendents of cities of from fifty to one hundred thousand population will send three essays to the state superintendent; superintendents of cities of over one hundred thousand population will send four essays and one additional essay for each addi-

tional one hundred thousand population.

The state superintendent will use any method he desires in determining the best essays from his state, and will send the ten best essays from his state to our office. We, in turn, will have these essays rated and the prizes awarded accordingly.

These essays are to be on the general subject of Thrift, the idea being to draw out the children's ideas on the subject without any suggestion as to methods by which the same should be treated. Essays will be limited to one thousand words. All essays sent to the state superintendent must be in sets of three each and type-written. To the writer of the best essay a prize of one hundred dollars will be awarded; to the writer of the second best, a prize of fifty dollars; to the writers of the third and fourth best, prizes of twenty-five dollars each; to the writers of the fifth, sixth, seventh, eighth and ninth best, ten dollars each.

We realize that this method of handling the contest will cause the superintendents, city and county and state, some extra work, but we believe that it will be worth this effort to secure a nation-wide interest among the boys and girls of our public schools in the subject of thrift.

The contest will close, so far as the writing of essays is concerned, February 1. The county and city superintendents should fix a time for receiving the essays from the several teachers. It might be well to allow the month of February for that portion of the work. The month of March can be given to the county and city superintendents for their work, all essays to be in the hands of the state superintendents the first of April. The month of April will be given to the state superintendents for their examination, the essays from each state to be sent to this office by the first of May. The month of May will be used by this office for its work, so that announcement concerning the prize winner can be made before the close of the schools.

From our experience with the prize essay contest last year on the subject of religious education in the public schools, we are sure that this outline is feasible, and we trust that it will meet with the approval of all the superintendents of the country.

In addition to the contest for school children, prizes are offered for the three best essays presented by adults on the subject of Thrift—with an outline of a method by which the principles of thrift may be taught in our public schools. The first prize will be \$750, the second prize \$250, and the third prize \$100.

Persons intending to compete for these prizes should notify the secretary of the National Education As-

sociation of their intention not later than January 1, 1916. The essays must be in the possession of the secretary not later than March 1, 1916. The essays must not exceed five thousand words and six type-written copies must be presented. February 1, a number will be sent to each entrant, and the essay will be entered under that number.

President Robert J. Alcy, of the National Council of Education, has appointed the following committee on Thrift Education: Arthur H. Chamberlain, secretary, California Council of Education, San Francisco, Cal.; Robert H. Wilson, state superintendent of public instruction, Oklahoma City, Oklahoma; J. A. Bexell, dean, School of Commerce, Oregon Agricultural College, Corvallis, Oregon; John D. Shoop, superintendent of schools, Chicago, Ill.; S. W. Straus, president, American Society for Thrift, Chicago, Ill.; Henry R. Daniel, secretary, American Society for Thrift, Chicago, Ill.; Milo H. Stuart, principal, Manual Training High School, Indianapolis, Ind.; Kate Devereux Blake, principal, Public School No. 6, Manhattan, N. Y.; C. H. Dempsey, superintendent of schools, Haverhill, Mass.

The Week in Review

(Continued from page 45.)

as well have been framed in Berlin.

A FRENCH CONCESSION.

The representations made by the United States against the recent forcible removal of Germans from American ships on the high seas by the French cruiser Descartes have proved effective; and the French Government has ordered their immediate release. They were taken for detention to Fort de France, Martinique, and have been turned over to the American consul there. This ends, promptly and satisfactorily, an incident which might have occasioned just resentment. As was indicated in this column at the time, the action of the French cruiser was in direct contravention of the principle definitely established in the Trent case. It was then the United States which acted rashly and was obliged to reconsider its action. Obviously, it could not allow a principle which it then reluctantly conceded to be violated now without protest.

THE KAISER'S THROAT.

There are, naturally enough, conflicting reports as to the seriousness of the throat malady from which the Kaiser is suffering. On the one hand, the official policy is to preserve secrecy, or to say as little as possible. On the other hand—partly because of this official reticence—there is a disposition, in some quarters, to represent the case as very serious. It was officially admitted, a few days before Christmas, that the Kaiser was suffering from "a slight indisposition" which would make it necessary for him to remain indoors for a few days. Since then, little has been heard from him, officially. But this indisposition, slight or otherwise, kept him from going to Warsaw or to Constantinople. Now it is reported that the real trouble, which is a recurrence of previous attacks, is cancer of the throat, and that the Kaiser must either make up his mind to complete removal of the larynx or be stifled by the growth.

United States Bureau of Education Bulletins

The bulletins of the United States Bureau of Education for the year 1915 are listed below. Any may be obtained free of charge from the Bureau, at Washington, D. C.

No. 1. Cooking in the vocational school. Iris P. O'Leary.

No. 2. Monthly record of current educational publications, January, 1915.

No. 3. Monthly record of current educational publications, February, 1915.

No. 4. The health of school children. W. H. Heck.

No. 5. Organization of State departments of education. A. C. Monahan.

No. 6. A study of colleges and high schools.

No. 7. Accredited secondary schools in the United States. Samuel P. Capen.

No. 8. Present status of the honor system in colleges and universities. Bird T. Baldwin.

No. 9. Monthly record of current educational publications, March, 1915.

No. 10. Monthly record of current educational publications, April, 1915.

No. 11. A statistical study of the public-school systems of the southern Appalachian Mountains. Norman Frost.

No. 12. History of public-school education in Alabama. Stephen B. Weeks.

No. 13. The schoolhouse as the polling place. E. J. Ward.

No. 14. Monthly record of current educational publications, May, 1915.

No. 15. Monthly record of current educational publications. Index, February, 1914-January, 1915.

No. 16. Monthly record of current educational publications, June, 1915.

No. 17. Civic education in elementary schools as illustrated in Indianapolis. A. W. Dunn.

No. 18. Legal education in Great Britain. H. S. Richards.

No. 19. Statistics of agricultural, manual training and industrial schools, 1913-14.

No. 20. The rural school system of Minnesota. H. W. Foght.

No. 21. Schoolhouse sanitation. William A. Cook.

No. 22. State versus local control of elementary education. T. L. MacDowell.

No. 23. The teaching of community civics.

No. 24. Adjustment between kindergarten and first grade. Luella A. Palmer.

Educational Association Officers

West-Central Nebraska Teachers' Association: Superintendent Wilson Tout, North Platte, president; Superintendent J. A. True, Cozad, vice-president; Superintendent Aileen Gantt, Lincoln County, secretary; Superintendent F. I. Smith, Sutherland, treasurer.

Michigan State Federation of Teachers' Clubs: President, Mrs. Lou I. Sigler, Grand Rapids; first vice-president, Edwin L. Miller, Detroit; second vice-president, Miss Syra Smith, Jackson; third vice-president, Grant Gordon, Detroit; treasurer, Louis Jocelyn, Ann Arbor; directors, Principal Warner of Saginaw and Miss Fyan of Port Huron.

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THE WEEK IN REVIEW

ANOTHER MEXICAN TRAGEDY.

The latest tragedy on the Mexican border is the wanton killing of seventeen Americans by a band of Villa bandits, near Chilualua. The men were mining engineers, who were on the way to Cusi, to re-open the Bonanza mines. They were taken from the train on which they were traveling, stripped of everything, and stood up in line and shot. The attack was entirely unprovoked and unexpected, but it is entirely in line with other outrages perpetrated by Villa and his bands. Yet this savage Villa was for a long time the special protégé of our State Department, when Mr. Bryan was at the head of it. There is no doubt that the Carranza government will do its utmost—with or without the stimulus of appeals from Washington—to hunt him down; and he will be given short shrift when he is taken.

NO TIME FOR PRECIPITANCY.

United States Senators and Representatives who are seizing upon this tragedy as an excuse for urging immediate intervention in Mexico are simply playing into the hands of Villa and his brigands. What Villa wants is to overthrow the Carranza Government in Mexico. He has been unable to do it by force of arms, and he has now only a handful of followers. If he could achieve his end by embroiling the United States with Carranza, nothing would delight him more; and, if he sees the way open to doing it by murdering Americans here and there, it will be a congenial enterprise for him. Incidentally, nothing would please the pro-Germans more than to have the United States involved with Mexico to such an extent as to be wholly counted out of the European situation, and to be obliged to consume its own war munitions. It is to be noticed that the pro-Germans in Congress are hot for intervention in Mexico.

DYNAMITERS OFFICIALLY PAID BY GERMANY.

It will be remembered that Captain von Papen complained bitterly because the British authorities overhauled his letters and papers when he was on his way back to Germany, after being dismissed from this country. But that the British inquisitiveness was abundantly justified is shown by the evidence which those papers afforded that the German dynamiting plots were paid for officially by the German representatives in the United States. Werner Horn, who was convicted of blowing up a Canadian Pacific bridge at Vanceboro, Maine, and is now in jail for the crime, was paid \$700 by Captain von Papen for the exploit; and the fact that, the day before this check was issued, the German Embassy paid \$2,000 into von Papen's account brings this offence against American sovereignty pretty closely home to the German Ambassador. Other checks were paid to persons engaged in conspiracies to blow up munition works and to sink vessels carrying munition supplies; and the letters seized express boundless contempt for American authority.

THE LITTLE NATIONS.

First Belgium, then Serbia and now Montenegro—this is the pathetic list of little nations crushed and almost annihilated in the great war. Montenegro—small as she is—was fancied to be almost impregnable by reason of the mountain barriers constituting a natural defence, but the Austrian capture of Mount Lovcen has put the Montenegrin capital, Cetinje, at the mercy of the invaders, and has made further resistance impossible. If it was strange that the Allies did not go to the assistance of Serbia in time to save her from annihilation, it is even more strange that Italy should not have given Montenegro prompt aid, for the Austrian control of Montenegro's Adriatic front will go far, if she retains it, to make the Adriatic an Austrian sea, to the constant menace of Italy. The entire Austrian fleet is assembled near by, at Cattaro, furnishing a base for submarine operations and for attack upon the Allies' transports.

MR. REDMOND'S SECOND THOUGHT.

On second thought, Mr. Redmond withdrew his opposition to the conscription bill, and announced that the Nationalists whom he leads would not vote against it. This was a wise decision, for, in view of the fact that Ireland is expressly excluded from the operation of the bill, Nationalist opposition could only serve to split the Irish party and to embarrass the Government without any compensating advantage. The favoritism shown to Ireland in the bill is, in itself, a sufficient embarrassment. It is officially stated that there are 400,000 unmarried men of military age in Ireland who have not come forward for military service. But some of the Irish regiments have fought splendidly; and, considering the strength of Irish sentiment for Home Rule and a practical separation from Great Britain, Mr. Birrell, Secretary for Ireland, was justified in saying that, remembering Irish history, Ireland has done amazingly well. Owing largely to Mr. Redmond's change of front, the bill passed its second reading without a division, after only thirty-nine members had voted for a motion to reject it.

A MIXED POLITICAL SITUATION.

The political situation, so far as the approaching Presidential campaign is concerned, is extremely mixed. On the Democratic side, the renomination of President Wilson is a foregone conclusion. He has made enemies, and there are a plenty of Democratic leaders who do not like him; but, unless something quite unforeseen develops, they will have to take their medicine, and make believe that they like it. But, on the Republican side, all is confusion and uncertainty. There is no concentration upon any candidate. Unless the situation clears before June 7, the date fixed for the National Republican Convention at Chicago, there will be a free-to-all race for the nomination. The fact that a Progressive National Convention is planned, to be held at Chicago on the same date as the Republican, adds to the confusion. Mr. Roosevelt is not allowing his name to appear on the ballots, in

states which have presidential primaries; but that by no means proves that he means to keep out of the fight. If there should be three tickets in the field, President Wilson will be likely to have a walk-over.

THE POSITION OF THE PROGRESSIVES.

The meeting of the Progressive National Committee at Chicago was made the occasion of a pronouncement defining, in a general way, the position of the Progressive party in the approaching campaign. The principles formulated in 1912 were re-affirmed, and there was added to them a vehement attack upon the Wilson administration, and an urgent advocacy of national preparedness. The call for a national Progressive convention to meet at Chicago on the same date as the national Republican convention was explained as an attempt to secure the choice by both parties of "the same leader and the same principles"—in other words, the fusion of the two parties, but on the basis of the Progressive platform and with a leader acceptable to the Progressive leaders.

A REAL PAN-AMERICANISM.

That is an alluring plan for a real Pan-Americanism which has been submitted by Secretary Lansing to South and Central American diplomats, and which President Wilson explained in detail in his address before the Pan-American Scientific Congress at Washington. The plan, in brief, is that the American republics shall unite in guaranteeing to each other absolute political independence and territorial integrity; that they shall agree to settle all pending boundary disputes as soon as possible by amicable process; that they shall handle all disputes which may arise by patient investigation and settle them by arbitration; and that no revolutionary expeditions shall be fitted out or supplies for revolutionists shipped to neighboring states. The plan has met with an encouraging response in the Latin-American republics, and its general adoption would open a new era in American history.

MAGAZINES

—Two Robert Louis Stevenson features are announced to appear in the February St. Nicholas. One of them is to be a story, "To Remember Stevenson," dealing with a San Francisco family to whom the famous writer had shown kindness during his stay on the Pacific Coast, and introducing the celebration in honor of Stevenson, when the memorial monument was unveiled in the Western city. An article on "Treasure Island," the story of the romance and the play, will also appear, it is stated, from the pen of Grace Humphrey. Called forth by the present successful dramatization of the popular adventure-novel, the article will re-tell, with a number of illustrations, the story of its origin, how it was first published, and how the poet Henley figures in it, and will describe the mounting of the play and the difficulties encountered in trying to find a real pirate ship to put on the stage.

I H C Charts Used in

375 Agricultural Meetings

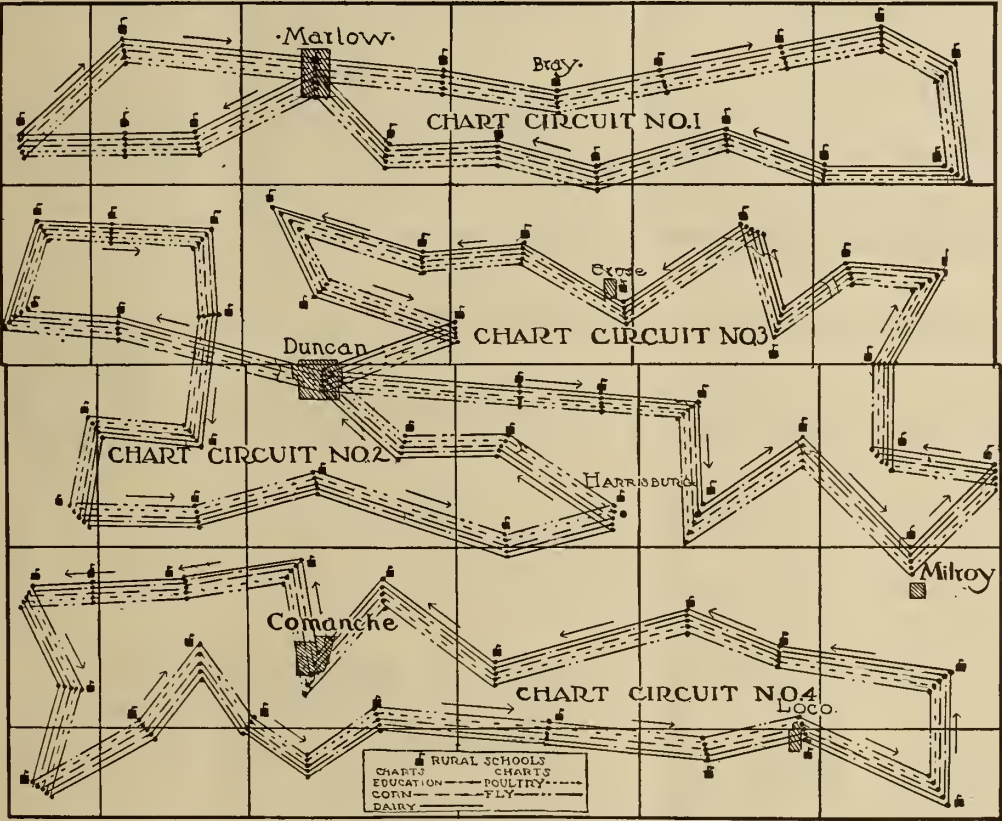
In the Rural Schools of One County

One County Superintendent's Plan

This map shows the number of Agricultural Meetings being held in Stephens County, Oklahoma. County Superintendent Morton has established four chart circuits. Five sets of charts are used on each circuit. Each teacher has a set of charts one week, uses it as a text in school, holds an evening meeting for the parents, and then passes the charts on to the next teacher.

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JOURNAL OF EDUCATION.

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A. E. WINSHIP, Editor

ARE OUR PUBLIC SCHOOLS, FROM THE SEVENTH GRADE THROUGH THE HIGH SCHOOL, ACTUALLY OFFERING EQUAL EDUCATIONAL OPPORTUNITY TO ALL THE PUPILS OF THE COMMUNITY?

BY HENRY D. HERVEY

Superintendent, Auburn, N. Y.

It behooves us as schoolmen to face this question earnestly and squarely, without fear, without prejudice, and without delay. It strikes at the very root of things.

What is the animating principle of democracy and what do the ideals of democracy demand of the school? Democracy is based upon the belief in the common brotherhood of man. To this central truth democracy owes its origin and from it must ever draw its motive, its inspiration, and its chief support. In the light of it the very idea of special privilege seems abhorrent. To those who appreciate this, no form of aristocracy seems permissible, or even tolerable, save that of character and service. As the ideals of democracy have gripped the minds of men, there has come a growing sense of the supreme worth of the individual and of the responsibility of society for the individual.

As applied to the field of education, the spirit of democracy demands equality of educational opportunity for all. It demands that every one capable of being educated, rich or poor, bright or dull, strong or weak, old or young, shall be given his fair and equal chance for the largest measure of self-development, that each individual shall have a chance to become all that he has the latent possibility of becoming. It demands that no individual or group of individuals shall be sacrificed for the sake of any other individual or group of individuals.

Progress toward the realization of this ideal has been made in the past. The public school has been made free and accessible to all. With increasing energy, intelligence and efficiency the state itself protects each child in his right to attend school and sees to it that he is in fit condition physically to profit by the instruction offered. Speaking generally, as fast as differences in individual aptitude, ability and need have been recognized, the task of modifying traditional courses and methods to meet these individual differences has been undertaken. The principle that schools supported by all must meet the needs of all has become fairly well established in theory. The great task now before us is to make this principle a living reality in all our schools from top to bottom. It is the chief glory of the public school system in this

country that as soon as a previously neglected group has been clearly differentiated an earnest effort has been made to meet the needs of that group. This fact accounts in part for the faith which the people have in the schools and for their willingness to grant ever increasing appropriations for their support. No greater calamity could befall the nation than to have that faith shaken.

If the schools are to retain the unshaken confidence of the people they must offer equal educational opportunity to all the children of all the people. The enormously increased appropriations necessary to carry out the program which this involves will be forthcoming when the necessity for these appropriations is made clear and when the people understand the significance of the changes which make these increased appropriations necessary. It is for us who are charged with administrative responsibility and who feel most keenly present educational shortcomings and needs to lead the way. It is not especially to our credit when the impetus for educational reform comes from without rather than from within the profession.

The discovery of previously neglected groups and the adaptation of school work to meet the needs of these groups have been carried farthest, perhaps, in the first six grades. In these grades the following types, each requiring its own peculiar method of treatment, have come to be fairly well recognized: 1. The feeble-minded. 2. The over-age and the backward. 3. The anaemic, the tubercular and those otherwise physically defective. 4. The so-called incorrigible. 5. The brilliant.

While these groups are now recognized, few schools have yet made adequate provision for their proper care and education.

Great as are the problems of discovery and adaptation in the lower grades, these problems increase in number, complexity and difficulty in the higher grades. Speaking broadly, what is the actual situation today from the seventh grade through the high school? To what extent are the pupils in these grades getting a square deal? To what extent are the ideals of democracy being realized?

An eight year elementary course has no justi-

fication in psychology, logic or history. The normal twelve-year-old child, having acquired a working knowledge of the tools of learning, demands fresh subjects of instruction, different methods of teaching, and more appropriate methods of discipline. The present waste of time, energy and opportunity in the seventh and eighth grades and the heavy losses due to withdrawal from school are due in large part to the fact that these legitimate demands of the adolescent have been ignored.

The change advocated is not one merely of name, not one merely of outward organization. To be effective it must be a very radical inward change of aim, of method, and of spirit.

William McAndrew, the organizing genius and until recently the animating spirit of the most democratic high school this country or the world has yet seen, recently made the following statement: "The statesmen who established our public education were largely forward-lookers. But the vanes on our schoolhouses have been set by breezes blowing out of antiquity. We have learned our trade by the study of old models. We have been loath to abandon what it has cost us time and money to acquire. Conservers there must be, but the exclusive business of preserving runs too much to dried fruits and to attics filled with canned goods."

The high school as at present organized and conducted is a highly selective institution and is by no means adapting itself to individual capacity and need. A study of sixteen large representative high schools, mainly in the Middle West, showed that an average of 28 per cent. failed in algebra, of 24 per cent. in geometry, 23 per cent. in Latin, 20 per cent. in chemistry, English, French and physics, and 18 per cent. in German; or a general average of 22 per cent. in all subjects. The same study showed that the percentage of failure among first year high school students was 31 per cent.; of second year students, 21 per cent.; of third year students, 19 per cent.; of fourth year students, 13 per cent.; or a general average for the four years of 23½ per cent.

A factory that consigned to the scrap heap from one-third to one-fourth of all its raw material would soon have to go out of business, and the American secondary school must find a method of preventing this frightful waste of the nation's human material or confess itself pedagogically bankrupt.

That this waste can be very materially reduced without in the least sacrificing our precious standards has been abundantly demonstrated in schools that have accepted full responsibility for the education of all young people, each according to his individual ability and need.

To cite but two instances, the great McKinley High School of St. Louis reduced its percentage of failure in four years from 17 per cent. to 7½ per cent., and the high school at Westerly, Rhode Island, brought its percentage of failure for the entire school down to 7.3 per cent.

The easy but brutal method of elimination as

the sole means of maintaining standards of scholarship should no longer be tolerated in any enlightened Christian community. This does not mean that teachers should be less scholarly. It does demand that they shall be more human. It does not mean that they shall teach subjects less. It does demand that they shall teach boys and girls more. It does not mean a lowering of scholarly standards. It means a truer conception of what a high school is for and what we are for.

What would have become of the Standard Oil Company, if years ago it had decided that kerosene was the only product which it could, with dignity and with due regard to its high standards, manufacture from crude petroleum; that what was not good for kerosene was therefore good for nothing; had justified the waste by pointing with pride to the excellence of its single product; and had maintained with asinine stupidity that the using of waste material for the thousand and one purposes that it was good for, would lower the standard of the single product that it was not good for? How long would the public tolerate a hospital supported by all the people, for the benefit of all the people, if it arbitrarily decided that it would open its doors only to those possessing certain physical characteristics that happened to please the fancy of its board of directors, and maintained that all other types were beneath its notice?

Yet it seems to be left to the school to proceed in much this fashion. It is left to the school to select out of all the varied and multi-form types of mind, each type of supreme worth in its way, each in dire need of education and training, each capable of being educated if the proper methods be employed, a few special types only for its favor, and to thrust forth or to neglect, which amounts to the same thing, all the rest. What right, for instance, has the school to say that if a pupil cannot master algebra, he shall not be allowed even to try to master anything else? If he cannot enter into the temple of learning through this one absurd little gateway, he shall not enter at all, even though there were a score of other doorways through which he might easily pass. Is any one so sure of the supreme importance of algebra, as now taught, that the possibility of all further training beyond the eighth grade should be made to depend absolutely upon ability in this single direction? Is this not trenching a little too far upon the province of divine wisdom? Educative material is as varied as the types of mind to be educated. It is for us to change our intellectual residence from some bygone age to the twentieth century and to organize the rich and varied educative material lying all about us and adapt it to meet twentieth century needs.

In view of the wide variation in ability among high school students, the need for some modification of the present method of whole-class instruction becomes perfectly clear. The bright waste time and fall into bad mental habits, while the slow are hurried over the ground at too

rapid a pace, fail to gain a clear understanding of the subject, fall behind and leave school. Pupils do not know how to study. They do not know because they have never been taught. They have not been taught because teachers have not had the opportunity of giving them instruction at the only time when it can be given effectively; namely, when the pupils are studying.

Ceasing the present over-emphasis of the written examination.

The written examination cannot produce scholarship, nor can it create a genuine interest in learning. As a stimulus to either teacher or pupil it is an instrument of questionable value. As a means for measuring scholarship, it is always crude, generally unfair, especially to certain types of mind, and often totally misleading. It is an almost insuperable obstacle to true teaching, especially the teaching of cultural subjects. A uniform system of written examinations set by a central authority far removed from the pupils to be examined, cannot fail to be mechanical and arbitrary, no matter with what wisdom and consideration such a system may be administered. Under the insidious influence of such a system the tendency is inevitable that ideals of teaching will be lowered, rather than raised, that in the teacher's anxiety to reach the immediate and tangible goal of success set before her, all the higher and truer aims of teaching will be forgotten, and that the teaching of subjects for examination purposes will come to take the place of teaching boys and girls for the enlargement and enrichment of life.

I venture to believe that the announcement just made by our honored Commissioner of Education, that hereafter the emphasis will be shifted somewhat from set uniform examinations as a means of insuring progress to inspiring professional leadership and sympathetic guidance, promises more for the genuine development and improvement of our great system of public education than any other that has come from the department in many years.

The recasting and rearrangement of subject matter to meet individual ability, aptitude and need.

To summarize from Parker in his "Methods of Teaching in High School": "Subject matter should be adapted to varying social needs; specific and relative values of topics should be carefully determined; in the content subjects the intensive treatment of a few large topics

should be substituted for an encyclopaedic treatment of many small topics; and the order of topics should be determined by the needs, capacities and interests of students." Or, as the commission on the reorganization of secondary education has put it: "The value of each subject is to be measured in terms of a changed attitude of the pupil toward life. If the student is changed helpfully by the pursuit of a given subject, that subject is good for him. If he is not changed helpfully, that particular subject is bad for him."

Judd's "Psychology of High School Subjects," Parker's "Methods of Teaching in High School," Monroe's "Principles of Secondary Education," Johnson's "Modern High School" and his "High School Education," and the reports of the commission on the reorganization of secondary education should be in the hands of every high school principal and teacher and made the subject of prolonged and careful study and discussion.

Every pupil must have expert and sympathetic guidance in the choice of subjects to be studied.

Here is a vast field as yet practically untouched. The great majority of pupils entering high school are as sheep without a shepherd. To be of any service, the adviser must know psychology and sociology in general; he must know in particular the mental, social and economic condition of the student whom he advises; he must know life; and he must have leisure, not only to give each case the attention which it deserves in the beginning, but to follow sympathetically thereafter the progress of each one of his charges.

The ideals of democracy must reign supreme in the hearts of all teachers. All changes of courses, of methods and of organization will be of no avail until equality of opportunity ceases to be a mere formula and becomes a religion; until the spirit of the Good Shepherd who careth for the sheep becomes the ruling spirit of the schools; until mere scholarship, of itself cold and forbidding, is warmed, transfused and transformed by a glowing passion for humanity in the making. There are already many such teachers. The rest will be as loyal to the newer ideals as they have been to the old, when once they have seen the light. It is the immediate, the supreme task of educational leadership to make that light shine.—Address, New York State Teachers' Association.



EDMUND F. CARLETON
Assistant State Superintendent, Oregon.
President State Teachers Association.

Psychoanalysis is attractive to those who are commonly known as learned men, and men who are proud of that distinction. The scientist knows better than to allow himself to be classified as a learned man if he can avoid it. There are too many things which the learned man knows that are not so. The true scientist abhors the idea of being called "learned."—Robert T. Morris, M. D.

SOME FITCHBURG CREEDS

[The State Normal School, Fitchburg, Massachusetts, is twenty-one years old, and it was celebrated by the writing and printing of the educational creed of each teacher. Selections from these are here presented.]

PRINCIPAL JOHN G. THOMPSON:—

LIFE AND EDUCATION

"Life is for joy," I thought;
And for joy I sought.

I roamed the world and fed on beauty;
I feasted, gamed, and danced; I knew no other duty;
My cup was filled with joy, and filled to overflowing—
And yet when I had tasted it and tasted once again,
I knew that not for this alone was life breathed into men.

"Life is for love," I said;
And with love I wed.

Then life seemed new and well worth living;
In love and joy my days sped on without misgiving.
My heart, my life, were filled with love, with love un-
bounded;
And yet as time fled on, a yearning grew within my soul
For something more—and then I knew that love was not
the whole.

"Life is for work," I cried;
And at work I tried.

I added to man's wealth by labor
And in the struggling army fought beside my neighbor.
My hours were crowned with deep content and peace
abiding;
But yet my work brought me but little joy for something
done,
And in my heart I knew the best of life was not thus won.

Life is for growth in life;
For growth I made my strife.

I felt, I thought, I acted, trying
To realize the possible within me lying;
And once again I met with joy and love and labor;
For as I worked I loved my work as it myself expressed,
And in my joy I learned at last why man with life is
blessed.

C. L. ALEXANDER:—

Live and let live is the text of my educational
creed.

Nothing should be put into a course of study
which does not fit into the life of the individual.

All education should be real, interesting, and
practical.

Every teacher should strive to live in the fullest
sense of the word, and he should let his pupils
live in school as well as out of school.

PRESTON SMITH:—

Education should enable the individual to
make the best use of the life which has been
given to him.

NELLIE B. ALLEN:—

What do I want of life? Three things and
these alone.

To Be—a part of God's great plan. In this
vast universe to find my place and fill it as the
stars fulfil their daily round calmly and serenely
yet with onward movement to the end of time.

To Have—within my nature beauty grand

and sweet like to that of woods and sky, such
as dwells in the hearts of men and in the love
of God.

To Do—God's work whatever it may be all
cheerfully and bravely.

So well to live the life that He has given,
That others through me may be led toward Heaven.

FLORA E. KENDALL:—

I believe in an education that makes evident
the object of life; that emphasizes the necessity,
the privilege, and the dignity of work; that
teaches the value of true economy; that arouses
and stimulates the desire for intellectual growth
and culture; and that seeks above all to pro-
mote the development of the soul. I believe in
an education that unfolds and disciplines all
that is best in the individual:—

"For, were man all mind, or work—he gains
A station little enviable.
Love, truth, hope, faith—these make humanity;
These are its sign and note and character."

MAUD A. GOODFELLOW:—

I believe that education should fit one to
make the greatest possible use of life.

Being our simple natural selves,
Unfretted, cheerful day by day,
Thinking much, talking little,
But always doing—This is my creed.

Alice Freeman Palmer learned poetry while
helping her mother wash dishes. Abraham
Lincoln studied every spare moment, and his
speech at Gettysburg stands today as one of
the most perfect examples of English language.

Goethe in "Unhasting—Unresting" has ex-
pressed the secret of true happiness, true
growth, and true education. One must be busy
all the time with no idle moments. One must
work without undue haste, that is without
worry. To do one's work easily, without fear
of criticism, means in reality the accomplish-
ment of more and better work.

Skill and rapidity come with practice. New
duties and new responsibilities can be added
as one gains in proficiency and usefulness.

E. A. KIRKPATRICK:—

One of the chief purposes of education is
to furnish a stimulating and nutritive environ-
ment to the living child.

Each child has within him the germs of all
human possibilities but in varying degrees for
each individual.

Every child should be made to realize that
he has power to do something that is useful
and to rejoice in developing and using that
power whether it is little or great.

Life consists of play and aesthetic enjoy-
ment as well as work and achievement, hence

the school should furnish abundant opportunities for both work and play.

The best of the life of today that the child can appreciate and do should be in school.

The teacher should be a leader in work and play, an example and an inspiration rather than an authority and a trainer.

ABBY P. CHURCHILL:—

I believe that education should result in good morals, high ideals, good citizenship.

I believe that subjects of a curriculum should be in accord with the exigencies of the time.

I believe that methods should be flexible—that any method which secures the desired end is legitimate.

ELIZABETH D. PERRY:—

Melody, counterpoint and harmony are musical terms, but as every art and every science implies everything else in the world, including human life and its environment, so these musical terms may be applied to education and life.

Music is human life, real human life, expressed in a particular form of art. So should the school be real human life expressed through immature activities.

FLORENCE M. MILLER:—

Original ideas, the broader vision, the higher service—these should be the educational goals.

MATILDA B. DOLAND:—

I believe in an education which produces a sound body with wholesome appetites, a broad mind, a generous heart, and a strong soul.

SARAH E. LAMPREY:—

I believe that the character of a person depends upon what he does, how he does it, and why

he does it. If he does real things, in real ways, to meet real needs, then he himself is real, instead of formal and conventional.

WILLIS B. ANTHONY:—

Schools should not separate boys from experiences that give them a lasting impression of their surroundings.

Schools and life must be merged into preparatory places where practice will be continuous in making right adjustments to life's real situations as they arise.

CHARLES E. AKELEY:—

Educate the hand to do, the mind to direct, the heart to influence; strive for a virtuous practical life, and the Giver of Life and Death will eternally reward you.

MARION F. LANE:—

By exercise, experience, culture and training, the many sided soul is put in contact with the many sided universe, and so brought to a self-consciousness of thought, feeling, action, power, authority, dignity and enjoyment.

To be an educated man in the highest sense is to be a complete man—strong, active, intelligent, wise, good, useful, and happy.

GEORGE H. HASTINGS:—

I believe in the education that fits the individual to use the talents and attributes of his mind and body so they will bring to him the best and largest returns in mental and material things.

WALLACE W. FARNSWORTH:—

I believe it is my duty as a teacher, so to interest the child in his work that it will awaken in him the desire to obtain all the education the circumstances of his life will permit.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

TEXAS, VAST, VARIED, VITAL

By inheritance and tradition, historically and religiously Texas is southern. Commercially, industrially, socially and educationally Texas is northern and western. Everyway and always Texas is extensive, but her ambitions are intensive.

Looking backward will be fatal to Texas, looking forward she faces boundless agricultural, industrial and commercial prosperity, limitless political and civic achievement and high social and educational influence.

All railroads that start in Texas are headed for the North. There is sleeping and dining car service over several lines from every important city to Chicago and St. Louis, but you cannot get sleeping or dining car service from anywhere in Texas to Memphis. New Orleans is the only southern city open to Texans by luxurious travel accommodations.

Texas has her own gulf ports with ample harbors, and she comes nearer independence of the rest of the world than any other state.

Cotton and rice, cattle and sheep, swine and

poultry, nuts and fruits, fish and game know no limit.

While I was waiting for a few minutes in Brady for a business man to take me in his machine to San Saba, forty miles away, he sold by telegraph \$56,000 worth of wool to my friend, Allan Emery, in Boston. This man sells a million dollars worth of wool in Boston each year.

By the by, the most attractive and satisfactory week I have ever had in Texas was in the county seats of Brownwood, Santa Anna, Brady and San Saba, the four counties uniting under the magic leadership of E. L. White in a campaign never to be forgotten. It was really the best demonstration I have had of the community enterprise and professional aspiration of the rank and file of Texas educators.

As usual the cities are the slogans of prosperity. Dallas and Fort Worth, Houston and Galveston, San Antonio and Austin are the triple twins of Texas.

No language can convey the faintest impression of the enterprise, spirit and power of these

cities to one who does not know them, and no one can know them by simply visiting them on a sight-seeing tour.

The first time the North and the Old South awoke to a suspicion even of what is throbbing and thrilling the commercial and industrial life of Texas was when Dallas was selected as a Reserve Bank centre accompanied with the fact that Houston was the only real rival in the entire Southwest.

There was no time for recovery from this surprise before Dallas sent to Washington an offer of \$100,000 if the committee would select Dallas as the place for the next National Democratic Convention with assurances of adequate first-class hotel accommodations. Only three other American cities made as good an offer.

All this is simply a tangible, material demonstration of what we all know who know Texas cities, that there are several cities as well appointed in hotels as any cities in the North, outside of New York, Chicago and San Francisco.

And the hotels are merely measures of enterprise and banking, industry and commerce, professional and educational leadership.

The State Fair at Dallas in 1915 was a revelation beyond description of the resources of field, forest and garden, of soil and the sea, ranch and pasture, of the products of mill and factory, and the genius and mastery of enterprising leaders.

Fort Worth has packing houses to rival Kansas City; Dallas has jobbing houses that rival St. Louis and Chicago; Houston centres rice and cotton industries to rival New Orleans, and Houston and Galveston have foreign and domestic commerce that put their harbor facilities and shipping among the four leading American ports.

San Antonio yields nothing to any other Texan city in business prosperity and adds thereto rivalry of Los Angeles as a winter resort for tourists, and comes near making good her claim as to climate, scenery and hotel attractions in comfort and luxury, and Galveston challenges anything on ocean or gulf coasts when it comes to charm of beach, roll of waves, feast of fish and delight of hotel.

El Paso plays a lone hand in the Lone Star state. The constant surprise to me is the number of prominent people in San Antonio, Austin, Houston and Galveston, Dallas and Fort Worth who have never been in El Paso. I met ten men who knew Chicago and even New York to one who knew El Paso. And yet El Paso has the best high school building in Texas and will ultimately give the biggest and best cities of eastern and central Texas a lively race.

As a Texas city El Paso can never be great. It is in the wrong corner of the state for that, but it is sure to be the Texan-Mexican-New Mexican metropolis. New Mexico has only begun to scratch the surface of its resources and El Paso will dominate a considerable part of the prosperity that has already dawned in that new state.

And Mexico, despite its recent terrors and present nightmares, is to be a marvellously successful country with wealth-producing powers beyond even one's most venturesome dreams and El Paso will be the chief American beneficiary. When it comes to possibilities remember El Paso.

Three \$5,000 superintendencies in public schools are only suggestive of the way they do things in Texas.

This is not intended as an educational portraiture of the state because I promise myself a better opportunity to know her educational institutions, but I cannot pass without comment the State Agricultural and Industrial College at Bryan, which has already fully recovered from the misfortune of ancient politics and is growing like a boom town in number of students, has an equipment that is worthy any state, has agricultural demonstrations that attract the attention of Manhattan, Ames and Corvallis. This college is second in the amount of money coming from the National Government under the Smith-Lever bill,—\$100,000 this year, increasing \$100,000 each year until it reaches \$500,000, which amount it is to receive annually thereafter.

The State University can well afford to plume itself on having developed a president whom New York City thought worth \$12,000 a year as president of its City College. The trustees are surely taking time to secure a president worthy to follow him.

The State College for Girls at Denton is a thing of beauty and a joy forever if half that is said of it is true.

But the international glory of Texas educationally is to be the Rice Institute of Houston. The buildings are the most artistically beautiful of any university buildings in America. They fit the sky and climate, the classic and artistic traditions in color and design.

The vastness of the endowment, the absolute freedom of the administration, the ideals of the faculty as exemplified in the volume of proceedings of the inaugural exercises, which were, in scholastic standards, far above anything heretofore enjoyed even by Harvard, Yale or Princeton, place Rice Institute prospectively among the world's highest scholastic visions.

All children should be taught the vital facts about sex-hygiene, but not in school, for it is such a personal matter that teaching it in a group can result only in disaster.

—Richard C. Cabot, M. D., Boston.

THE YOUNGER GENERATION

[Editorial in Boston Herald.]

Some facts of local and more than local interest are brought out in Professor Scott Nearing's study of "The Younger Generation of American Genius." During the first three-quarters of the nineteenth century the number of distinguished men born in New England was out of all proportion to its population. Some at least of that original surplus has since gone to the Middle Atlantic, the East-North Central and the Pacific states. Yet this section of the country, though no longer supreme, is still in the ascendant as a producer of American leadership. And this leadership, contrary to the popular impression, comes out of the cities to a far greater extent than from the rural districts. With the figures restricted to 2,000 persons born since 1869, Cambridge heads the list for the whole country with 47.5 in 100,000 of the population, and is closely followed by Nashville, Tenn., with 34.9; Columbus, Ohio, with 25.6; Lynn, Mass., with 24.8, and Washington with 20.2. The number of distinguished persons graduated since 1890 from colleges also tells in favor of New England, and with especial emphasis on the supremacy of Harvard and Yale which Professor Nearing calls "astounding." For Harvard leads the United States with 155, Yale showing 83; then come Columbia University with 52; Michigan, 44; Cornell, 36; Pennsylvania, 36; Princeton, 34; Wisconsin, 28; Stanford, 28; Massachusetts Institute of Technology, 28; Johns Hopkins, 26; Chicago, 26, and California University, 25. It thus appears that Harvard has graduated since 1890 almost as many distinguished men as Columbia, Cornell, Pennsylvania and Michigan combined, and fully as many as were graduated from Columbia, Cornell and Princeton. A change has all the while been showing itself in the character of the distinction achieved; as compared with the earlier period the years since 1869 have been marked by a decline in the number of eminent clergymen, lawyers and business men, simultaneous with an increase in the number of educators, authors and scientists, the latter having doubled their percentage. In the same years the distinguished women numbered 169 of the total of 2,000, and are mainly educators, authors or actresses. Professor Nearing's conclusion is that American leadership "arises even in this last generation from one-half of the population, the men; from one small group of the population, the college-bred; from one small geographical area, the north-eastern section of the United States; from one small group of occupation, the professions."

Alva L. Parrott, New York: Not only has no practical method of rating teachers been demonstrated, but rating in any case and in any wise is wholly undesirable.

APPEAL TO BUSINESS MEN

BY JOHN H. FAHEY, BOSTON

Official of the Chamber of Commerce of the United States

Frequently, as business men, we are prone to criticize our educational system, to get impatient with it and feel it is behind as compared with other countries, but I am one of those who believe that, as a matter of fact, to whatever extent this may be true, the business men themselves are largely to blame for it.

Yet I believe we are laying emphasis very wisely first of all upon the education of our youths between the ages of fourteen and sixteen in those centres where we have begun to develop the commercial high school, a type which has been very successfully developed in Germany. We have quite a considerable number of schools of that character in this country now. In the city of Boston—that is a fair representative, possibly a little better than most of those in the country—it has been established something like nine years and is at present educating a little less than 1,600 pupils.

That these schools are doing useful work is again attested by the fact that their graduates are taken at once with the greatest avidity by our business firms. Places are waiting for them whenever they show their ability and fitness for the work.

I believe that the co-operation already begun can go still further. As far as our business organizations are concerned, every city of any size in this country should have a committee of education among its business men. There is an appreciation of that fact on the part of the national federation of business men, the Chamber of Commerce of the United States. We have a committee on education, and are just completing a special committee to get co-operation with universities and to devise a means for better co-operation between them.

So far as the international field is concerned, I believe there is wisdom in the suggestion made during recent years that organized methods should be devised for the exchange of students between the countries of North and South America, and for better organized methods of co-operation between the business men of those countries. And likewise we believe in sending some of our leading business men to these countries. Out of it can come mutual advantage. In educating our youths we must not neglect our business men themselves.

POPULARITY OF THE JUNIOR HIGH SCHOOL

In September, 1914, Houston, Texas, opened two elegantly appointed junior high schools. The buildings had been erected for the future. They had a vision of ultimate need. But the second year opened with one thousand applicants, or forty per cent. above the "ultimate" capacity. The people appear to know what they want.

THE TWO-YEAR HIGH SCHOOL COMMERCIAL COURSE

BY CONNER T. JONES

High School, Sewickley, Penn.

A somewhat intimate knowledge of the courses offered by American high schools discloses the fact that the two-year commercial course, elementary though it perforce must be, is attracting an increasingly large number of students. Even in many schools that offer both four and two-year commercial courses it is noticeable that the shorter course is usually the more popular.

Various causes contribute to this result; the desire of the student to get into business earlier; the inability of those responsible for the student to maintain him through four years of apparent unproductiveness; the desire to study subjects pertaining directly to business, eliminating as much as possible the more academical branches; and, unhappily, the opinion prevalent among the more indolent students that this is the "easiest" course, an opinion that is rudely shattered by the absolute accuracy demanded in bookkeeping and the complexity of stenography.

While it is admitted that the four-year commercial course is the most complete and the most desirable, we must also consider the demand of the public for the two-year course. It appears that this course has come to stay. The question that schoolmen must ask themselves is: "Does the commercial training we are able to give our students meet the demands of business?" To answer this intelligently we must consider what business men demand of the beginner. The average graduate finds a place in an office where he performs the duties of stenographer and typist, bookkeeper and office assistant, and oftentimes the multitudinous duties of the "office boy." The salary is usually low as few employers care to pay highly the beginner they are "breaking in." The worker's subsequent advancement is due partly to his intelligence and partly to the preparation he received at school.

What should this short two years of preparation consist of in order to facilitate the most rapid progress and success? Should we endeavor to turn out a combined stenographer and bookkeeper, or would it be to the student's better advantage to be a good bookkeeper or a good stenographer? The writer's own experience, in both the schoolroom and the office executive's chair, leads him to the belief that the latter question points to the best solution of the problem of the two-year course.

The school that strives to turn out a student in two years equipped to meet the ever more exacting standards of efficiency in stenography and bookkeeping has indeed a task. We must bear in mind that the world is full of mediocre bookkeepers and stenographers who perform their duties mechanically rather than intelligently, who make entries in the books more because the rules tell them to rather than because their knowledge of the principles of accounting leads them to the belief that the entries are proper;

or who can "take" a letter and transcribe it exactly, mistakes and all!

How much better if the school had trained these workers to be bookkeepers with firm enough grasps upon the subject to enable them to recommend improvements in their employers' bookkeeping systems which would tend to adapt the accounting to the business, a condition woefully lacking in many offices today? Or had trained them in secretarial work so completely that they could themselves intelligently handle the less important correspondence, thus lifting a load from the busy executive? This is the type of worker the business man wants. This is the type that receives the best salary and opportunity.

In order to meet the demand for this kind of worker we must make specialists of our students in either bookkeeping or secretarial work, ground them well in English, and give them a broad view of the business world which they are about to enter.

If the student desires to major in stenography and typewriting, let the education in that branch be complete. At least an hour a day should be spent on stenography for two years and almost as much on typewriting. Another very important subject for this student is English, including public speaking and advertising. During the second year emphasis should be laid on English as used in business correspondence, though the classics and other forms of composition should not be neglected. A complete course in office practice is essential. A complete review of that part of grammar school arithmetic which bears upon the usual commercial transactions, supplemented by a short course in the theory of bookkeeping, would be of value to the embryo secretary. A knowledge of the elements of commercial law is necessary in guiding one's business life and a short course in civics tends to make the young citizen of more value to the community.

Industry and commerce is a general subject which includes the studies of efficient business management, labor efficiency, banking, transportation, the scientific location of industries, etc., and should be supplemented by visits to the offices and factories of leading industries in the vicinity. Before making a visit, however, the students should be prepared for it by a discussion of what they are about to visit and should be encouraged, when on the visit, to question the factory superintendent, office manager, or whoever conducts the tour. A period should then be devoted to further discussion of the visit, with criticisms and comparisons of the various points observed. The idea to be kept in mind regarding this subject is that we are endeavoring to train the students to distinguish between profitable and unprofitable methods and at the same time develop a broad, comprehensive view of business,

with the ability to initiate sound plans and carry them to successful conclusions.

As will be seen from the proposed outline appended, which is merely a suggestion and will be of necessity altered to meet local condition, the student who specializes in bookkeeping would take a somewhat different course. Commercial law, civics, industries and commerce, and English would be retained. To these would be added short courses in penmanship and rapid calculation upon the assumption that most elementary school graduates cannot meet the standards required in these branches by their future vocation; a rather thorough course in the history of commerce, pointing out the underlying causes of national commercial success; and a complete and thorough course in bookkeeping. The bookkeeping work should extend over two years. By the middle of the second year the student should have decided what business he desires to follow, which can be accomplished by consultation between the student, the parents, the teacher, and others interested in the welfare of the particular student in question. The bookkeeping work for the remaining half-year may then be so arranged that the student specializes in the work pertaining directly to the business chosen.

To make this proposed course, as well as any other course, a success much care must be given to the selection of proper teachers. In the writer's opinion, it is a deplorable fact that so many teachers of the commercial subjects have received all of their preparation in the schoolroom; in fact, an examination of the certification laws of many states discloses the remarkable fact that, while the

scholastic requirements of commercial teachers are well defined and rigid, practically no actual business experience is required and no credit is given for any. Even some of the textbooks used in commercial studies have been written by people possessing but a theoretical knowledge of these most practical subjects. Would one not be a better swimming teacher if a good swimmer oneself? Would not a city bred teacher of agriculture be a better teacher for a few years on a farm? The writer does not mean to belittle the college preparation of commercial teachers, but it is his opinion that thinking schoolmen will agree that a varied experience in real business will broaden the commercial teacher's view and enable him to more readily recognize the more important points of the great work he has undertaken.

Outline for Secretarial Course:—

First year.—Stenography, Typewriting, English; Bookkeeping, one-half year; Civics, one-half year.

Second year.—Stenography, Typewriting, English; Office Practice, one-half year; Commercial Law, one-half year; Industries and Commerce.

Outline for Bookkeeping Course:—

First year.—English, History of Commerce; Penmanship, one-half year; Rapid Calculation, one-half year; Bookkeeping, theory and practice.

Second year.—English, Industries and Commerce; Civics, one-half year; Commercial Law, one-half year; Bookkeeping (continued), one-half year; Specialize, one-half year, in either Cost Bookkeeping, Bank Bookkeeping, Railway Bookkeeping, Corporation Bookkeeping, or other variety demanded by local conditions.

STARTING THE CHILD ARIGHT IN LANGUAGE—(IV.)

BY PROFESSOR HOWARD R. DRIGGS

University of Utah, Author of "Live Language Lessons."

CONNECTING COMPOSITION WITH LIFE

To put life into composition work the teacher must meet the child on his own ground, must deal with subjects alive to childhood, must give the pupil a chance to express himself, not some one else.

Composition work has been based too much on books, not on life. Pupils have been given the tasks of paraphrasing, memorizing, reproducing, and redescribing till they have come heartily to hate the work. Joy comes from creating, not imitating.

Literature should be used for inspiration, not imitation. The teacher who drives students to the irksome work of retelling in their own words, say, "The Courtship of Miles Standish," or redescribing "Ichabod Crane," may get results that square with grammar and punctuation and spelling; but such composition will always smack of the book.

Close-to-life literature, however, may serve the language lesson well, both as a stimulus to expression and a standard by which the child may measure his results. Let us see just how:

A certain class was reading one of the delightful nature sketches by John Burroughs, "Bird Enemies," when one of the boys raised his hand.

"What is it, Albert?"

"Why, I saw birds killed in an unusual way once."

"How was that?"

"Well, I used to go hunting quail, and every morning, as I took my gun to tramp over the fields, an old hawk would rise from the cliff near our ranch and begin to circle above me. When I scared up a bunch of quail, he would dive down and get his breakfast."

"Oh, I saw a snake once swallowing a young meadow lark," said another boy. Then another and another and another wanted to talk. Before the lesson was over, half the class had given some interesting first-hand experience with birds and their enemies.

"Why, you boys and girls might make a book of bird stories," suggested the teacher. "Suppose you begin it now by each writing for tomorrow his best story."

The children, thus stimulated, went enthusias-

(Continued on page 75.)

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WHAT THE PUBLIC WANTS

The public, at least the American public, does not want to read something. It wants to read about something. It does not want to hear something. It wants to hear about something.

That is one reason finished speakers and finished writers have to bemoan the difficulty of finding audiences; and why people who have finished something have difficulty in keeping away from audiences.

The case in illustration is Duncan Hill. In May, 1914, Hill left Boston in disgust. He could write well, and he could talk well. He couldn't sell one out of twenty of the poems or essays or stories he wrote. His circle of acquaintances was small though appreciative.

So he scraped together about two hundred dollars and went to England, where he thought people wrote better, and liked better writing. He went over steerage. He mosied around London bookshops and around England and Scotland and Wales on a bicycle, but his money was soon gone, and he sold little, and his acquaintance with the modern literature flooding English bookshops disgusted him with what the public wants, even the English public.

He prepared to come home, steerage again. Then the placards calling for the first unit in Kitchener's million interested him. He thought England's cause was humanity's cause, and in the first month of the war he enlisted "for the duration of the war."

He trained in England until Memorial Day, 1915. Then with his regiment he went to France, and into the first line trenches, where he stayed, almost without respite, until late last November. He saw everything and appreciated everything—from the moonlight on the German trenches to the point of his bayonet as it came out of Fritz's back, from the display of

the illuminating bombs to the vermin in his dugout.

Then he was told to go to London, where his discharge awaited him. Friends in America had secured it. His friends did not know that he would be any more likely to "find himself" back in America this time; but they knew their anxiety would be relieved. He came back to Boston without a scratch.

On the front page of a newspaper the next day 200,000 people read his story as he had told it to a friend over the breakfast table. The day after a representative of the country's leading vaudeville circuit wanted to book him. The following day the editor of a magazine of the highest standards wanted him to write a series of articles. (His writings eighteen months before had come back from the same editor with rejection slips.)

A paper of national reputation offered to take him on its staff. A publishing house of the first rank suggested that he write them a book. Clubs everywhere wanted to hear him speak.

The president of a Middle Western college wanted him, last week, to take up work dropped by the head of its English department. The other day an agent offered to book him for a series of lectures at \$100 a night. His last letter was signed:—

"Yours until they invent a new adding machine to figure out my income."

His ability to write and talk helps him. But it hadn't helped him before he had something real to write and talk about.

INEXCUSABLE AND VICIOUS CHARGES

A noble Christian service has been rendered by the Sunday School Association of Massachusetts in exposing the groundlessness of charges made by some irresponsible clergymen of Boston and vicinity. The epidemic of ministerial falsehoods was late in arriving in Boston, but it got here just the same.

We have personally exposed many of these vicious falsehoods when made from New Jersey to California, but when they broke loose in Boston we preferred to see the State Sunday School Association deal with the sinners of the pulpit.

The Association requested principals of high schools in Massachusetts to make a searching investigation, and received 105 signed statements of the result of their experience and investigation.

Though some of these principals admit that in the course of long periods of service in educational institutions, occasional cases of immorality among high school pupils have come to their attention, they are emphatic in their denial that attendance at high schools was in any degree responsible for such misconduct. In their statements they point out that while these few transgressors were, indeed, students at high schools, investigation showed that in each case the misconduct was due to laxity of parental control at times when such children were seek-

ing diversion at hours and places outside the zone of school influences.

No less emphatically do several of the principals indicate that many of the more serious rumors concerning immorality among high school pupils have been traced to the intemperate utterances of sensation-creating ministers and other reformers who have not hesitated to expose a whole school to the taint of scandal because some pupil, freed from wise parental restraint and allowed to run at large at all hours of the night, had wandered from the path of rectitude. One principal mentions the case of an erring girl, who not only was a high school pupil, but a member of the choir of her church.

The principals are a unit in asserting that, though from time to time there may be a moral lapse on the part of some high school pupil, as the result of other than school influences, the percentage of immorality among boys and girls attending high school is so remarkably small that it is idle to compare it with that of young persons of high school age who are employed in stores, offices and factories.

THE CLEVELAND SURVEY

The Cleveland Survey directed by Leonard P. Ayres of the Sage Foundation, New York, is adequately comprehensive and appropriately published, for both of which facts the Cleveland Foundation and Dr. Ayres deserves high commendation.

Sometime ago, when there had been twenty-one affairs of this kind, Dr. Ayres asked us to check up the twenty-one as to the motives—which were to save the administration, which to oust the board or the superintendent, which to boost the city, and which just plainly to get the truth. After our checking he compared notes and in only one case did we differ. We both agreed upon the one city that just wanted the truth.

Since then there has been an improvement all along the line. Surveys have settled down to a legitimate business. Men have learned what not to do and some have learned what to do. They are now too general to make it possible to invoke their aid for special ends.

The absurd feature is that communities pay so little attention to these reports. Of course something is done that is advised, but it is usually that which would soon have been done had there been no survey. It makes the public ready to accept some change that it had hesitated to accept. This alone is worth all it costs, but usually most of the advice is discarded. Almost no recommendations that are expert or near expert are heeded.

This makes it exceedingly interesting to see how much the Cleveland Survey will effect changes in that system.

The reports are issued in highly attractive form, bound in cloth, pocket edition style. Three of these are double numbers for sale at fifty cents, twenty of them are single numbers at twenty-five cents. They may be ordered of

the Cleveland Foundation, Cleveland, or of the Russell Sage Foundation, New York.

THE CHICAGO PRINCIPALS

No one could be more heartily received upon entrance into any position than John D. Shoop, superintendent of Chicago, has been received. A united Board of Education, a united Board of School Principals, and a very hearty public welcome have been accorded him. It was our great privilege to be at the banquet of the Ohio Society of Chicago on the eighth, to which reference was made editorially in the issue of the thirteenth, and at the Chicago principals' banquet on the fifteenth.

The principals had a most delightful occasion. The three hundred principals were there, and two hundred of them had a guest, so that more than five hundred enjoyed the feasting and the toasting.

Most of the members of the Chicago Board of Education were there, and President Jacob M. Loeb made a refreshing speech for harmony and loyalty. Lewis E. Larson, secretary of the board, and James P. Fleming, president Chicago Public School Engineers, voiced the enthusiastic loyalty of all classes of associates of Mr. Shoop. Dr. John D. Robertson, commissioner of health, spoke for the mayor, who could not be present. He is always exceedingly happy serving up microbes in many indelectable dishes.

Principal Martha V. Bishop of the Gage Park School was master of ceremonies. Ernest E. Cole of the Darwin School was a prince of a toastmaster. No lawyer or statesman trained in the art of after-dinner service could have done better. He was positively brilliantly clever.

Next to Mr. Shoop, Miss Harriet N. Winchell was the honor guest of the evening. When she was presented the entire audience rose and cheered for many minutes. She has been in the school system for fifty-two years, and has just resigned the principalship of the Tilden School. She has been first vice-president of the Principals' Club from its organization and is admired and beloved as few principals are. She was presented a bouquet of choicest roses, one for each year of service.

The retiring president, Morgan C. Hogge of the Harper School, was delightfully reminiscent, and the incoming president, John H. Stube of the Burr School, gave the noblest kind of a bugle call of duty and privilege, loyalty and responsibility. Mr. Stube said that if it were a Methodist Camp meeting he would have the principals sing three songs:—

"Praise God from whom all blessings flow."

"Blest be the tie that binds."

"Where he leads we'll follow."

This was a significant summing up of the spirit of the evening.

The speaker from the larger educational field was Mr. Winship of the Journal of Education, Boston.

In the closing address Mr. Shoop was ex-

ceedingly happy, as he always is in public speech. His appreciation of responsibility and opportunity and of the attitude of the Board of Education, the principals, the teachers, the press, and the public was clearly and forcibly expressed.

OSBORNE, LINDSEY AND GEORGE

It is significant that whenever the rascals get after a reformer who interferes with the plans of the rascals they always do the same trick. They make the most repellent charge, based upon the testimony of tough characters, because the public views with abhorrence the conduct charged and it is impossible for the accused to prove that this kind of a charge is untrue.

They are able to get credence for their testimony of prisoners and inmates because the accused has been making the public believe that the word of prisoners and inmates can be believed.

William R. George, Judge Ben Lindsey, and now Thomas Mott Osborne have been accused of the same general class of immorality always with tough characters whom they are trying to help.

The surface facts should acquit every such man, in the public mind, the moment he is charged with the immorality.

No sane man will believe that every man who tries to uplift men in the underworld is a pervert, and that is what one must believe who believes the charges always made by those interested in the downfall of men like George, Lindsey and Osborne.

MUSIC OF THE MINERS' CHILDREN

A school orchestra of seventy players is no unusual enterprise, you say. No, possibly not. But how about a high school orchestra of seventy members in a poor community of miners' homes and culm dumps, where not a blade of grass can be found with a magnifying glass?

That's an achievement. Such a community orchestra is one of the best kinds of sunshine imaginable.

Larksville, Pennsylvania, is the community which has such a high school orchestra, now well under way, although organized recently. The members of the orchestra are sons and daughters of miners. You may discover the nationalities of their parents from the following names on the orchestra roll:—

Flaherty, Licqua, Bonoski, Palballa, Goldberg, Audi, Layhart, Zuszynski, Urganus, Spicher, Kallie, and, of course, Smith.

The children individually are enthusiastic, as may be judged by their earnestness in saving or earning or getting from their parents money to buy instruments, if they had none, and by the fact that they uniformly come with lessons well rehearsed. Parents are as enthusiastic as the children.

The orchestra is one of the best conducting live wires ever stretched between the home and

school in northern Pennsylvania communities. It owes its success to Superintendent D. J. Cray and two teachers, D. H. Lewis and Joseph Larson.

SCHOOL SAVINGS JEOPARDIZED

H. C. Frick, steel magnate, has saved the school savings bank idea from a death blow. That which has always been spoken of with bated breath as a possibility happened in Pittsburgh, when the bank in which 40,000 school children had deposits of about \$160,000 failed and all these small savings, totalling a large amount, were virtually lost. This would have had a most depressing effect upon the entire school savings schemes had not Mr. Frick immediately announced that every school depositor would be paid in full and at once. The \$160,000 thus nobly given means less to Mr. Frick than the small savings of each of the 40,000 children would have meant to the depositor, but this in no wise minimizes the nobility of Mr. Frick's act. But he did vastly more than save 40,000 children from loss. He has saved the whole school savings movement from collapse.

BOSTON IN 1917

The City of Boston, the State of Massachusetts, the Boston Chamber of Commerce, Harvard University, The Massachusetts Institute of Technology, Boston University, Simmons College, Tufts College, Wellesley College, Clark University and the various educational clubs and associations of Massachusetts will unite in extending an invitation to the Department of Superintendence to meet in Boston in 1917. It will have been twenty-four years since it met in Boston, and it has met there but once. No better hotel accommodations can be provided by any city, and Boston can be trusted to do everything that can be desired for the comfort and pleasure of the superintendents.

The removal of Mr. Riley, superintendent of prisons in New York, appears to give as nearly universal satisfaction as anything that has happened in recent years. It is a sort of Osborne reaction.

Mayor Charles H. Bartlett of Gloucester, Massachusetts, in his inaugural address this year urged the increase of teachers' salaries. Was there another who did?

The plan that seemed sure to be carried out in the New York Board of Education is not so sure to be carried out as it was assumed that it would be.

Harper's Monthly for January has an article "Why is a Bostonian?" which is equally delightful to those who love Boston and those who do not.

The superintendents should never meet in any city in which absolutely first-class hotels cannot take care of 3,500 persons in first-class shape.

Edmund F. Carleton, assistant state superintendent of Oregon, is elected president of the State Teachers' Association.

SCHOOL CREDITS FOR EXTRA-SCHOOL WORK

BY RAY DIMMITT

Birmingham, Alabama.

No city in the country perhaps has done more to relate its home and local activities to its public schools than Birmingham. Under the direction of Superintendent J. H. Phillips, the schools have developed a system of school credits covering a great many departments of home and community work. In the department of music, credits are given for satisfactory work under private instruction in vocal expression, piano and all the instruments of the Symphonic orchestra. In the latter, arrangements are made for classes under competent instruction both in the high schools and in the elementary schools.

In the department of Home Economics, recognition is given by school credits for creditable work, attested by parents, in cooking, sewing and general household work.

The same plan operates successfully in manual training. Shop work, creditable work in manual arts, home gardening, poultry-raising and other industrial lines, are credited by the school.

The most recent development of this credit system has been its extension by Dr. Phillips into the field of Bible study and religious instruction. A system of credits has been devised which gives recognition to every Sunday School in the city regardless of the denomination. The Pastors' Union and Sunday School Associations of the city have enthusiastically endorsed and commended the plan, and all pupils in the public schools who attend any Sunday School may obtain credits in the public schools by bringing to the principal a certificate, signed by the Sunday School teacher or the Sunday School superintendent, certifying to the fact that the pupils have complied with the conditions as to attendance and study, which are required by the school authorities.

This plan has met with an enthusiastic endorsement by all denominations, and has served to bring about a beautiful spirit of co-operation. In addition to this, the Sunday Schools are using this method successfully to secure regular attendance, to improve their instruction and increase their efficiency.

But the school credit system of Birmingham is extended to teachers as well as to pupils. Teachers' courses have been pursued here by the teachers for many years, but it has been a voluntary matter without any idea of securing credit beyond recognition as the Board of Education might see fit to give. Today, a class of fifty Birmingham teachers are registered as students of the George Peabody College for Teachers of Nashville. These teachers constitute a non-resident group, and are pursuing regular credit courses under the supervision of the college authorities. The plan is exceedingly simple, and, while still in the experimental stage, is highly pleasing both to the teachers and the college authorities.

The details of the plan of school credits for

Bible study and religious instruction, as issued in a special bulletin by Superintendent Phillips, follows:—

SCHOOL CREDITS FOR BIBLE STUDY AND RELIGIOUS INSTRUCTION.

Believing that all educational agencies which seek the development of our youth, and the betterment of community life, should work in co-operation, and that encouragement and recognition should be given by our public schools to the efforts of Sunday Schools and other institutions which give religious instruction to our youth, and believing further that such religious instruction can be correlated with the work of the public schools in entire harmony with the principles of religious liberty, the Board of Education of Birmingham approves and authorizes the following plan for the granting of school credits for Bible Study and Religious Instruction outside of school.

Any pupil in the Public Schools of Birmingham, who, as a member of an organized Sunday School or Bible Study Class, shall pursue courses in the study of the Bible, Fundamentals of Religious Doctrine and Practice, or the History of the World's Religious and Moral Progress, under approved and qualified teachers, shall be entitled to receive a supplementary credit in his school record, upon the following conditions:—

I. Any pupil making application for such credit, shall, on the third Tuesday in January, and on the fourth Tuesday in May, present to the principal of the school in which he is registered, a certificate, signed by the teacher of his Sunday School Class, and countersigned by the Superintendent of the Sunday School, attesting the following facts:—

1. That the pupil has attended not less than fifteen of the eighteen class periods devoted to Sunday School work, immediately preceding the third Tuesday in January or the fourth Tuesday in May.

2. That the pupil has been diligent and faithful in the preparation of the work assigned, that his progress in study and deportment has been satisfactory, and that he is accordingly recommended for supplementary credit in his school record.

II. Upon the receipt of such certificate properly attested, the Principal of the school in which the pupil is registered may approve the certificate, and direct the class teacher to make due record of his supplementary credit, provided:—

1. That the pupil, if in the High School, shall not, through absence from school or lack of application in study, fall below sixty per cent. in the topic of English for the semester, or, if in the Elementary School, below an average standing of sixty per cent. in all the regular studies of his class for the semester.

2. That the pupil's character and deportment shall be deemed by the principal of the school worthy and exemplary.

In accordance with the foregoing, pupils may be entitled to school credits as follows:—

1. A High School student may receive a supplementary credit for each semester in the topic of English amounting to five per cent. of his total rating in that topic for the semester.

2. Any pupil in the Elementary Schools may receive a supplementary credit of one point which shall be added

to his general average standing in all his regular school studies for the semester.

1. The unit of Supplementary Credit for Bible Study and Religious Instruction shall be thirty-six periods, divided into two semesters of eighteen periods each.

2. The Certificate presented to the Principal on the third Tuesday of January and the fourth Tuesday of May shall include the eighteen class periods next preceding those dates, respectively.

3. A class period for High School credit should consist of not less than forty-five minutes, and for Elementary School credit, of not less than thirty minutes. In all cases a minimum of one hour of preparation should be required.

4. Certificate forms for Supplementary School credits may be obtained by any Sunday School Superintendent or Secretary, upon application, at the office of the Superintendent of Public Schools.

SPELLING TESTS

The following Leonard P. Ayres test words were given, November 11, in the respective grades in the Shelby, Ohio, public schools.

After pronouncing the words to each grade for spelling, the pupils were given ten minutes to write definitions. In marking the papers five per cent. was allowed for spelling of each word, and five per cent. for an adequate definition.

Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.
several	decide	district	organization
leaving	general	consideration	tariff
publish	manner	athletic	emergency
o'clock	too	distinguish	corporation
running	automobile	evidence	receipt
known	victim	amendment	cordially
secure	hospital	liquor	discussion
wait	neither	experience	appreciation
manner	toward	receive	decision
flight	business	conference	convenience

The following is the result of the test:—

	No Taking Test	100 P. C.	90 P. C.	85 P. C.	80 P. C.	15 P. C.	0 P. C.
A.....	33	0	1	1	2	0	0
B.....	34	0	0	2	2	0	0
A.....	42	0	0	2	2	1	0
B.....	42	0	2	1	2	1	0
A.....	45	0	1	3	1	1	0
B.....	44	0	0	2	2	0	0
A.....	40	2	2	3	1	3	0
B.....	37	0	1	3	4	0	1

The spelling was three times better than the definitions. Here are some of the definitions. There were many excellent ones not given. These results show that the teachers, too often, talk over the heads of the children.

Victim—a sheet of very pretty music.

Amendment—to command or obey.

Consideration—is something that you think is beautiful.

Conference—some one with talent.

Amendment—to make good a misunderstanding or to fix up a wrong you did.

Evidence—meaning a dull person or thing.

Conference—he is a boy with lots of knowledge or a person worn out by some other person or thing.

Distinguish—to be continued.

Athletic—is a boy in college or a girl.

Running—it means going very fast on the legs of an animal.

Manner—a good thing to have—means to wash your hands and say please.

Known—means when anything has not been heard of and then somebody tells.

Publish—it means that everybody that wants to go in can.

Neither—is used in a sentence to assert two persons or things.

Conference—you have a good temper and mind and if you want something you work till you get it.

District—means a place in a city far from town.

Distinguish—a man who has done something and is decorated with a cross and is well-known.

BRUMBAUGH: HOW DOES THAT SOUND?

BY ORVILLE BREWER

When Martin G. Brumbaugh carried Pennsylvania by an overwhelming majority of over 200,000 the shadow of another triumphant Republican victory which was to come two years later could be clearly seen. Mr. Brumbaugh possesses in marked degree all of those qualities which make for great statesmanship. He is a scholar, a graduate of the University of Pennsylvania, was a professor in the University of Pennsylvania, a college president, commissioner of education in Porto Rico, superintendent of schools in Philadelphia, and a lecturer on educational and economic subjects. He is a Christian gentleman of the highest type of character. He is a large man with magnificent physique, magnetic personality, genial, sympathetic, whole-souled, frank and powerful. He is a diplomat in the best sense of the term and has proven himself capable of bringing harmony out of the most difficult situations.

The reason why I believe Mr. Brumbaugh is to be the nominee of the Republican convention is this: (1) He can bring from Pennsylvania thirty-eight votes to the electoral college; (2) he is the only man who can bring forty-five votes from New York; (3) he can bring fourteen votes from New Jersey and carry that state for the Republicans; (4) he has demonstrated that he can bring back the Progressives almost solidly into the Republican fold; (5) an enormous German-American vote of men who are loyal and enthusiastic Americans but who would oppose some other candidates will be for Brumbaugh.

Because of the great crisis which we are facing the next Republican convention will not nominate the favorite of any faction. The most available man must win. Is not this Martin G. Brumbaugh?—Chicago Tribune.

RELIGIOUS TEACHING IN THE GARY SCHOOLS

The educational and missionary boards of the various denominations saw the opportunity, in the Gary plan, and made the task their own. The experiment of the past two years has therefore been thorough. The religious teachers at Gary are excellent. Not all the children are taught at the same time, but the grades are separated. Each group comes for two hours a week. To attend some of these classes is a revelation for one acquainted only with the superficial hurry and noise of the average Sunday School. These are religious schools, with the emphasis all on the schools. On the walls are pictures and charts to illustrate the lesson. On a table are contour maps of Palestine, which the children of another grade were finishing at an earlier hour. As a frieze around the room run books with pictures and Bible verses which children have colored and written to impress the lesson on their mind. For the younger ones

there is a sand-table as an incentive to their imagination in making the lessons graphic. It is plain that every effort is made to bring the Bible stories into the mind and understanding of the pupils and fix them there permanently.

The religious instruction has not divided the children into groups, nor developed clannishness. In fact, neither the church nor the school authorities that we interviewed had realized any evil effects from the denominational grouping of the school children during the week. Some rather considered it stimulating and good, as honest differences arouse interest. In the Bible school of the Gary Settlement House on the south side, the various teachers co-operated in carrying on an interdenominational school. The facts and stories of the Bible were taught, leaving the denominational interpretation to the Sunday School. This year nearly 300 are attending the Gary Settlement. Otherwise, however, each denomination carries on its work separately.—The Christian Herald.

THREE YEARS' GROWTH OF THE MARLBORO PUBLIC SCHOOLS

Adoption of the "double track" plan with new courses of study and partial elimination of the ninth grade, enabling the more rapid pupils to reach the high school in eight years.

Semi-annual promotions in the high school.

Increase of average membership in the high school from 412 to 470.

Introduction of Spanish as an elective in the high school.

Employment of a special teacher in penmanship with use of Palmer method.

Establishment of a state agricultural department of high school.

Installation of new sanitariums in the Hildreth and provision for a new schoolhouse at Washington street.

Establishment of the domestic science department, providing instruction in cooking for 200 girls each year, and seventy-five women in evening classes. Lunch counter in the high school.

Development of evening schools from a perfunctory institution to one of opportunity, providing instruction in civil service, commercial branches and mechanical drawing, with an attendance increased by nearly 200 per cent.

Substantial increase in salaries of high and elementary teachers, janitors, barge drivers, attendance officer and medical inspector.

Establishment of summer play schools on school-grounds under competent instructors.

Establishment of vacation schools for pupils who were not promoted or promoted on trial.

Careful expenditure of appropriations so that an additional expense of \$7,500 caused by these developments has been met by an increased appropriation of \$3,390.

(Appropriation for schools \$65,505 in 1912; \$68,895 in 1915.)

Say well is good, but do well is better.
 Say well is goodly, and helpful to please.
 Do well seems spirit, say well the letter.
 Do well lives godly, and gives the world ease.
 Say well to silence sometimes is bound,
 But do well is free on every ground.
 Say well has friends, some here, some there,
 But do well is welcome everywhere.
 By say well to many God's Word cleaves,
 But for lack of do well it often leaves.
 If say well and do well were bound in one frame,
 Then all were done, all were won, and gotten were again.

—The Gude and Godlie Ballates.

STARTING THE CHILD ARIGHT IN LANGUAGE—IV

(Continued from page 69.)

tically at the written work, and the next day they were given opportunity to read their results. Everyone had something real to tell. The expression was often crude, but always it was spontaneous, individual, full of life. One boy had an interesting story about an eagle.

"Your experience, Will," said the teacher, "was much like that of Mr. Burroughs."

"Yes, I saw about the same thing," responded the boy.

"What is the difference between your stories?"

"Oh, he knows how to tell it; I don't," came the frank reply.

"But you can brighten up your story by making it clearer and richer. Let us try it."

The class under the teacher's lead, began to help Will better his composition, with the result that they soon made a very readable story. Then they read the Burroughs sketch again with a keen, kindred interest.

The pupils had caught something of the spirit of authorship. But, more, they were made to feel that they had something in their own lives worth saying, and they took joy in trying to say it well. In doing it, they also revealed a wealth of life that the book-bound teacher seldom touches—the life beyond the school.

"The day is coming," says Dr. Winship, "when we shall give the child credit for what is in his brains whether the teacher puts it there or not"—a great thought plainly put. May we add this?—The language lesson is the best place to discover what life in the large brings to children.

Another illustration to vitalize the point: The teacher was leading the children to talk of their experiences with wild animals. To stimulate their expression, he told how he had watched two chipmunks stealing grain from a box. Thinking to catch the little fellows, he had slipped a board over the opening of the box; but when he tried to grab the chipmunks, they flashed up his arm and escaped. A few moments later they came in again, but this time only one went into the box; the other stood guard, and, at the least movement of their enemy, the little sentinel would sound the alarm and they would skip to safety.

A big boy in the back of the room began to wave his hand excitedly. He was given a chance to speak.

"Why,—why,—I could a-told you how to caught those chipmunks," he said.

"How would you have done it, John?"

"Why, I'd a-taken a gunny sack and put over the hole, and they'd a-jumped in the sack, and then I'd a-had 'em."

"You seem to have caught chipmunks, my boy," the teacher suggested.

"Oh, yes, lots o' times."

"Have you ever caught anything else?"

"I've trapped a good many squirrels."

The other boys and girls began to get inter-

ested. It was seldom that John, who had been held back a year or two because he couldn't pass the regular work, expressed himself. The pupils listened eagerly as he told how he trapped squirrels.

"Have you ever trapped any other animal?" the teacher asked.

"Father and I trapped coyotes all one winter," responded John.

Then the other boys and girls began to ply the boy with questions. They held him for half an hour telling of his experiences. He was a natural-born trapper. From that day on, John began to grow in his work. He made his grade. The language lesson had opened the way for the real John to express himself.

A similar instance comes from a country school. The teacher threw out this question one day: "What experience have you ever had with cattle?"

To her surprise it brought Jim, her roughest boy, to his feet, and he began to tell of his life on the cattle trail. Throughout the whole lesson the other pupils, thrilled by his stories of the roundup, held him with eager questions. When the teacher passed paper to have a written lesson on the subject, Jim asked dryly:—

"Is this what you call composition?"

"Why, certainly," responded the teacher.

"Oh, I could write about these things for a month," he remarked, as he plunged into the task. The boy's real life had been touched.

To discover the lines of their liveliest interests, to lead children to talk of real things before a real audience is the first purpose of the language lesson. By use of close-to-life literature, by giving personal experiences close to child life, by questions and topics that touch the interests of childhood, the teacher can draw out a wealth of experiences to talk and to write about. These illustrative schoolroom instances are offered only as suggestive of a hundred ways by which composition work can be vitalized by connecting it with life.

THE HARVARD STADIUM

BY HENRY S. CURTIS

Towering over the level expanse of Soldier's Field, a vast bulk of gray and white, with cap of fire and creeping shadows, the Harvard Stadium is magnificent in a summer sunset. The vastness, the isolation, the neighboring Charles of many links, each adds to it a special charm. In the moonlight, its tiers of arches, its lights and shadows, give to it an air of mystery and unreality, as though it might at any moment fade into the sky. In the stillness and loneliness of night, its amphitheatre and level arena are still awe inspiring, but it seems in its desolation a vast and sublime relic of some distant and more savage age.

Is it not even so? While the Stadium is one of a series of great structures of a similar

character that have been built in this country in the past few years, it is already of the past and serves to mark an epoch no less than its prototype, the Coliseum. It is a permanent monument to student control, large funds, overstimulation and professionalism of the athlete, and the lust of victory rather than the joy of play—in short, to that side of athletics which has been the disgrace of American colleges.

MR. HOWELLS AND DR. ELIOT

[New York Times.]

In their bestowal of gold medals for distinguished services the American Academy of Arts and Letters and its associate Institute have honored themselves. There will be no dissenting voice throughout the country as to the fitness of William Dean Howells and Charles W. Eliot for such honors. In his modest letter acknowledging the recognition of his standing as a novelist Mr. Howells remarks that he has been writing novels for fifty years and has outlived nearly every contemporary who might have outrivalled him in the competition, but no person who retains clear memories of those fifty years of sound and uplifting literary effort will admit that any contemporary of Mr. Howells has arisen in all that time who could fairly contest supremacy with him. His works of fiction form a veritable history of American social development, viewed with scarcely equaled powers of observation and a comprehension of human motives and aspirations uncommon even among novelists of large distinction.

Mr. Howells receives his medal from the Institute, while the Academy gives to Dr. Eliot the token of "special distinction." This choice of a recipient of its first medal gives promise that the newly founded Academy will exercise a beneficent influence on the development of our national ideals. The wise, broad-minded President Emeritus of Harvard is, indeed, foremost among our men of special distinction.

THE SPLIT INFINITIVE

We have received letters about the "split infinitive." They have been published in *The Herald*. *The London Chronicle* looks on the splitting as a criminal act. Note this paragraph: "The defenders of the split infinitive are committed to strange blunders. 'An Oxford Graduate' writes to Notes and Queries of his joyful discovery of one of these things in Shakespeare. 'To be truly touched'—there you are! But, inasmuch as 'be' is the only infinitive in this sentence and follows its sign, 'to,' immediately, and seeing that the only other verb is a participle, where, in the name of the commonest sense, does the splitting come in? The 'Graduate' is anonymous, so one may ask, without personal discourtesy, how, with that amount of logical faculty, he graduated."

Mr. Edward Smith, writing to Notes and Queries of November 13, is less irritated by the splitting. "This artificial grievance," he says, "is quite modern. The late Mr. Andrew Lang began it in *Longmans' Magazine*, I think, some twenty years ago or more. Since then every second-rate journalist who is ready to pose as a purist has fallen foul of the split infinitive. There is nothing absolutely wrong about this locution, although, perhaps, it is inelegant, and the matter may well be left to the pedants. It

probably arises from a French idiom. The French are more accustomed than ourselves to put a tonic force upon an adjective or adverb that is placed before an active verb. Hence their very frequent use of the split infinitive when writing English. For example, Du Maurier:—

The only way to keenly appreciate and thoroughly enjoy the priceless gifts.

To suddenly find himself at dusk.

Works that she grew to thoroughly master.

The tonic force I allude to occurs in

His eyes quiveringly glittered,

While he surreptitiously read,

A power of immediately inspiring affection, by the same clever and really elegant writer."

—Boston Herald.

PUBLIC USE OF SCHOOLHOUSES

BY ROSE PASTOR STOKES

[In the New York Sun, December 28.]

I regret to note what seems to be a campaign against the use of the public schools as centres for the public discussion of vital questions. Such a campaign seems to me, even from the conservative standpoint, to be not only anti-social but shortsighted and unwise. For nothing being done today is likely to contribute more toward a peaceful solution of our problems than the assembling of the people in their schoolhouses for discussion.

Who is against this democratic institution, who is back of the agitation to destroy it? They must be stockholders of something or other. For, surely, nothing that has opacity "has" anything on the stock certificate. It is harder to see truth through one of these than for a rich man to squeeze through the eye of a needle.

EXCEPTIONAL BOYS

West High School,

Minneapolis, December 15, 1915.

My Dear Dr. Winship: When I came to compute the scholarship averages for the four years' work of the class which is to graduate in January, I found that the first seven consecutive places in scholarship rank were held by boys. The class numbers thirty-one boys and thirty-seven girls. In my experience, and in the experience of a number of older men whom I have interviewed, such a record has not been made in any school. I wonder if you know of any scholarship record which equals or surpasses this in any class of recent years?

In any case I believe the names of the young men on this roll of honor are worthy of being given some prominence and so I am listing them if you care to publish them.

Amos Deinard, }	Brothers.	Harold Clark,
Ben Deinard, }		Gordon MacRae,
Marshall Bartlett,		Norman Houk,
Arthur Carlson,		

Yours very truly,
R. H. Jordan,
Principal.

B. L. P., Arkansas: The Journal of Education is by far the most helpful publication I know or read—I cannot afford to be without it. It gives information, inspiration and guidance of the most practical and helpful kind. I estimate that the Journal adds twenty per cent. to my efficiency.

T. J. H., Pennsylvania: Great paper for teachers! It lets a teacher know what is being done by our best teachers.

BOOK TABLE

A BEGINNER'S PSYCHOLOGY. By Edward Bradford Titchener. New York: The Macmillan Company. Cloth, 362 pp. Price, \$1.00.

We confess at the start that we are decidedly ardent in our faith in the scientific wisdom of Dr. E. B. Titchener, and we speak from the standpoint of several years of "a favorable attitude" toward whatever he writes on psychology, but we sincerely think that this latest book of his, "A Beginner's Psychology," is more likely to be specifically helpful and permanently inspiring to the beginner in psychology than any other beginner's book that we have seen. We think the greatest single feature of the book is that he reduces emphasis on facts and knowledge, and intensifies the emphasis upon the attitude of the student toward psychology. An attitude of desiring the truth is entirely different from that of defending the truth, and an attitude of desiring to know and feel the truth is entirely different from receiving the truth because it is the proper thing to receive at this time.

Next to this attitude toward the student's attitude toward psychology is the author's attitude toward science. It has been our habit to say that common sense is not science and science is not common sense, but we had said it from the standpoint of common sense and we had never known of a scientist saying it from the standpoint of science, but Dr. Titchener not only says it, but makes it very clear. It is this attitude of the book which will make it so helpful to the beginner. He puts himself definitely in the attitude of the beginner and remains there from first to last. It is this phase of the book which will make it more attractive and helpful to the beginner than any other similar book which we have seen. Not only is it a good book for beginners, but it is fascinating to one who has read much psychology but has to think of several other things aside from psychology.

THE NEW ENGLAND CONSCIENCE WITH TYPICAL EXAMPLES. By James Phinney Munroe. Boston: Richard G. Badger. Cloth. 219 pp. Price, \$1.25.

Mr. Munroe is one of Boston's institutions. No one is more ardently devoted to the public good. No civic movement is complete without his counsel on the committee. No civic, socio-economic or literary club is adequate that does not number him among its members and no layman in New England has written so much that is so radically progressive educationally as has he. Always wielding a brilliant pen, he has never done anything so literary as is "The New England Conscience," of which he writes charmingly and then demonstrates with essays on Samuel Adams, Josiah Quincy, Theodore Parker, Shays' Rebellion and the Destruction of the Ursuline Convent. Here are sample sentences characteristic of the style and spirit of the book. "The old New England Conscience was an admirable selective force, picking out the ruggedest from the English stock, strengthening it by a fight against the wilderness, proscribing from contact with it all idleness, ungovernance and frivolity. A good means to an important end, but in itself an ill-favored thing. Economizing and concentrating the forces necessary to found America, it was narrow as avarice, morbid as egoism."

POPULAR STORIES OF ANCIENT EGYPT. By Sir G. Maspero. New York: G. P. Putnam's Sons. Cloth, 316 pp. Price, \$3.50, net.

When a story of the Pharaonic Period analogous to the stories of the Arabian Nights was discovered in 1852 by M. de Rouge, it occasioned great surprise, even among the scholars who were supposed to know most about ancient Egypt. For twelve years the discovery remained unique of its kind. In the year 1864, however, a story yet more strange was unearthed in the tomb of a Coptic monk near Deir-el-Medineh. Since then, successive discoveries of other stories have been made. These stories are presented in the present volume by G. Maspero, who is secretary of the Academy of Inscriptions and a member of the Institute of France, and late director-general of the Service of Antiquities of Egypt. This volume is a translation of the fourth French edition of the work and is translated without loss of any of the fineness of Maspero's original by Mrs. C. H. W. Johns. There are more than ten complete stories and a number of fragments which make good stories in themselves.

SELECTIONS FROM CARLYLE. Edited with introduction and notes by Samuel B. Hemingway and Charles Seymour. Boston: D. C. Heath & Company. Cloth. 260 pp.

The selections from Carlyle's "Sartor Resartus," "French Revolution," and "Past and Present," edited by two assistant professors in the English and history departments at Yale University, are designed to give the general reader a fair impression of the nature and scope of these works. The introduction deals chiefly with the circumstances attending the composition and publication of these three books, and includes also brief critical discussions of the works themselves. Professor Seymour's summaries and historical notes will be of immense value in teaching Carlyle's "French Revolution" to college undergraduates.

EVERYDAY NUMBER STORIES. By George Baker Longan, Emma Serl and Florence Elledge, all of Kansas City, Missouri. Yonkers-on-Hudson, New York: The World Book Company. Cloth. Illustrated in colors by H. Wood. 136 pp. Price, 40 cents. By mail, 48 cents.

This number book for second and third grades takes advantage of the new ideas of the day, and teaches number by class dramatization as reading and language are being taught. There is nothing strained or unnatural about any part of the activities. There is nothing weak or trifling about it. There is no waste of time in learning number just for the sake of dramatizing. It is high art to introduce an old subject in a radically new way and not waste time in exploiting the newness, but this is achieved in this case by applying number, whole and fractional, in the simple tables of money, weight and measure. The book is highly attractive and it will surely accomplish all that is purposed in these two grades.

WRITING AN ADVERTISEMENT. By S. Roland Hall. Boston: Houghton Mifflin Company. Cloth. Illustrated. 217 pp. Price, 75 cents.

The only people who will not be interested in Roland Hall's "Writing an Advertisement" are those who never read advertisements. The only people who will not get valuable suggestions from the book are those who never have occasion to want to catch and hold other people's attention through writing or printing. Anyone who wants to write readably, be it prose, letters or advertisements, will find in the book an explanation of why people read some things readily, and why they read other things laborably. The author is not only an excellent advertisement writer; he is a writer of the best known text on advertising, in four volumes, and he is a teacher of experience. The great appeal to the public today is through the eye, not through the spoken word, Billy Sunday notwithstanding. And at some time or other pretty nearly every one has occasion to use this appeal. Whether pupils are to enter buying or selling lines, or even clerical positions, this book contains much they should be taught before they leave their elementary training behind, and it is presented in the shape which we should expect of a keen advertising writer. The price of the book is far below its value. This volume, the school edition, has a good introduction by Oscar C. Gallagher, head master of the Roxbury, Mass., High School.

DAILY ENGLISH LESSONS FOR SECONDARY SCHOOLS. By Willis H. Wilcox. Book Three, Grammar and Composition. Philadelphia: J. B. Lippincott Company. Cloth.

Professor Wilcox of the Maryland State Normal School has put in form for the use of teachers of secondary schools definite directions and exercises for achieving correctness and facility in the use of English. It presents plans and aids for a skilful review of all grammatical fundamentals and then develops in various ways skill in higher efficiency in both oral and written language.

SIMPLIFIED DISPLAY DRILLS. Published by George Ressler, Canton, Ohio. 67 pages. (5x6) Price, fifty cents.

This is a very definite and clear illustrated description

of drills in marching, parading and floor exercises. We have never seen anything of the kind that is so specifically helpful, so extended in scope, so usable in every way as is this book.

STORIES FOR KINDERGARTENS AND PRIMARY SCHOOLS. By Sara E. Wiltse. Boston: Ginn and Company. Price, 35 cents.

Miss Wiltse's stories for little people have ever been welcome by child, teacher and parent because they are always original, attractive and inspirational. They are as fascinating to me as I know them to be to children who do their first reading, and to children before they can read. I took this latest book of Miss Wiltse to read and "notice" as we started westward in January and read every one of the charming stories without breaking the spell, and no greater tribute can a busy man pay "Stories for Kindergartens and Primary Schools."

TAD AND HIS FATHER. By F. Lauriston Bullard. Boston: Little, Brown & Company. Cloth. Frontispiece. 100 pp. Price, 50 cents, net.

More has been written about Lincoln and better written than about any other American since the Civil War, and it has not been thought probable that anyone could find a new angle from which to write a fascinating book, but Mr. Bullard, by approaching the great President through his son, much beloved, has written by far the most comprehensive, vivid, attractive portrayal of Mr. Lincoln that anyone has put into a hundred pages. No other pen has put Mr. Lincoln in quite such a fascinating combination of greatness and simplicity, nobleness and love. It is above all a blessed book for boys.

QUESTIONS ON READINGS IN ENGLISH LITERATURE. By Maurice G. Fulton, Davidson College, Raymond G. Bressler, University of Texas, Glenn Hawthorne Mullin, A. and M. College of Texas. New York: The Century Company. Price, 50 cents.

This is a rare aid in the teaching of English literature. A map shows the places connected with English literary history. There are nearly six hundred British masterpieces passed in review from Chaucer's "Canterbury Tales" to Robert Louis Stevenson's "Aes Triplex" and "Child's Garden of Verses," and in each there are questions which can only be answered by one who has read the masterpiece and has done some keen thinking while reading, or after the reading. There are no perfunctory questions, none that are not worth asking, none that do not get at something that the student has thought as he read.

KEEPING IN CONDITION: A Handbook of Training for Older Boys. By Harry H. Moore. Illustrated. New York: The Macmillan Company. Price, 75 cents.

There has been a serious need of a book for older boys. We have had good books for children, for teachers of children, for parents while their children were children, and sentimental and sensational books for "adolescents," but there has been a scarcity of books that are at once wholesome and attractive, realistic and idealistic, scientific and inspirational. This book comes at a time to meet these needs. It is welcome and will be useful.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JANUARY.

20-22: National Society for the Promotion of Industrial Education. Minneapolis, Minn. Alvin E. Dodd, 140 West 22d street, New York City, secretary.

FEBRUARY.

10-12: Southern Minnesota Teachers' Association. Mankato. D. S. Brainard, Redwood Falls, president.

11-12: Southern Wisconsin Teachers' Association. Madison. E. G. Doudna, Richland Center, president.

18-19: North Central Council of State Normal School Presidents. Auditorium Hotel, Chicago. Frank A. Weld, Moorhead, Minn., president; W. P. Morgan, Macomb, Ill., secretary-treasurer.

22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.

28-March 1: Religious Education Association. Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.

10-11: New Jersey Council of Education, Newark.

16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

30: Florida County Superintendents' meeting, Live Oak. W. N. Sheats, Tallahassee, state superintendent.

APRIL.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

SPRINGFIELD. The Springfield teachers, working under the direction of Supervisor of Drawing C. Edward Newell, will entertain the Eastern Arts and Manual Training Teachers' Association here April 20

to 22. This association was organized in 1899, being a combination of the Connecticut Valley Art and Industrial Teachers' Association and the Industrial Art Teachers' Association, to which the Eastern Manual Training Association was added in 1906. The present name was adopted in 1910. The association was reorganized at the convention held in New York city, in 1913. Enthusiastic meetings have been held in Baltimore, Washington, Atlantic City and last year in Buffalo. The total membership is 600 and this will mean a large attendance at the Springfield gathering.

LYNN. Irving W. Horne, for twelve years submaster at the Lynn English High School and instructor in physics, died recently at his home.

BOSTON. For a number of years the Massachusetts Institute of Technology has been studying the relative standing of students in fraternities, other activities and athletics compared with the average standing of all the students. The outcome of the tabulations for the past two years is that for the past year the academic standing of "frat" students has been the same as that of the average student, and in attaining this record has surpassed only a little that of the year 1913-14.

The comparison of the classes one with another in the same year and with corresponding classes in another year gives interesting facts. The second year exhibits an average of scholarship at Tech that is below that of the first year, the third equals the first year's average and the senior class average is above it. "That the second year should have a showing lower than the first is not unexpected in a school of this character, for a number of reasons," says the college press bureau. "One of these is that the momentum of the preparatory school which has carried the students pretty well through the freshman year is lost and the students have come upon new and strange work. The boys have selected their professional courses and this is done oftentimes without a real knowledge of what the selection means. The course, for example, may not be the one to which the boy is best fitted. This influences the standing, and the fact that the students begin the new work of attacking problems and entering what is truly technical training has its further influence. By the end of the second year the students have adjusted themselves to the new conditions and in the third year they have made up the deficiency and are ready to go on to a higher average in the graduating year.

"While the effect of activities and athletics has not been carried out for the past year the investigation of the standing of the classes of 1913-14 was so thorough that with practically the same general rating these relationships will not have changed sensibly. The literary activities which include the newspaper, The Tech, Technique and the magazine, have the effect of improving the standing, but the Tech Show had not so good a rating. This in general is the observed effect of musical and dramatic work on the standing of the students. In athletics the young men have good records, especially in the fourth year."

State Commissioner of Education David Snedden has just submitted

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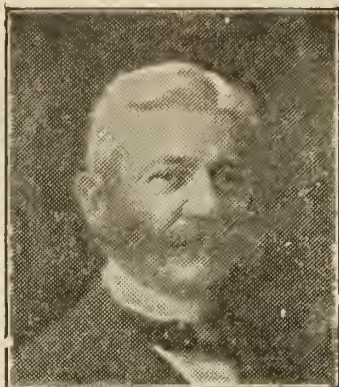
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SPRINGFIELD,

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MASSACHUSETTS

his annual report to the Legislature. He presents a list of eleven conditions "unfavorable to sound educational administration in Massachusetts, and while seven of them," he says, "prevail also throughout many of the States, Massachusetts is especially handicapped by four of the number."

Contrary to a large portion of public opinion, the commissioner holds the university extension course recently authorized, "will offer only slight relief to young persons ready for a college education, but unable to pay the fees."

Massachusetts should have now a large State school for the deaf, he says, where these young people could obtain definite training for the occupations which they can follow to advantage. Similar schools should be provided for the blind, the crippled and the subnormal. The State should also lend assistance to the several communities in establishing day schools for these children.

Three suggestions are made for changes in the law relative to the distribution of State aid so as to make it of greater advantage.

The establishment of a State normal school exclusively for men, is his suggestion for the correction of the present preponderance of women teachers in the schools. "Definite evils to education certainly result from this condition," he says. "Men so trained could later be used as supervisors and administrators."

The lax enforcement of attendance legislation, and "in rural communities local attendance officers are embarrassed in attempts to penalize infractions of the law," he feels could be met in part by combining the functions of school census enumerator with that of attendance officer. "There would result from this, at least, a complete registration of all persons of a compulsory school age."

"The proper education of the emigrants, especially those who live in segregated communities," the report says, "is a matter in which the State should assist." The department of extension teaching of the board, it is hinted, may, perhaps, be able to train special teachers competent to handle and instruct these adults. The sug-

gestion is made that the teaching methods employed should be associated with systematic entry upon the rights and privileges of American citizenship. The development of such a program is dependent on additional legislation, generous State support, to which might be added support from the National Government and comprehensive State supervision.

The commissioner also believes that the adoption of a definite plan for the improvement of the professional qualifications of the employed teacher will help toward that end.

It is accordingly suggested in the report that all teachers be under service throughout the year, and be paid in fifty-two weekly or twelve monthly instalments; that a young teacher have "thirty-six weeks' actual teaching in school," two weeks' incidental vacation throughout the year, four weeks of a definite summer vacation and six weeks' attendance in a summer school.

"Under other circumstances, and for more mature teachers, attendance on summer schools might be replaced by special teaching in vacation schools, or in summer camps, or in travel abroad," the report says.

Salaries of teachers must be increased, because of added expenses and responsibilities, but the above program would certainly lead to a substantial gain in teaching efficiency.

RHODE ISLAND.

BRISTOL. George C. Minard, who has been doing special work for the Boston school department for the last few months, has been elected superintendent here, to succeed the late John Post Reynolds. Mr. Reynolds had been superintendent for thirty-two years.

MIDDLE ATLANTIC STATES.

MARYLAND.

BALTIMORE. One of the important questions to come before the next session of the Maryland Legislature is a compulsory school bill. Advocates of the new measure want an attendance of 100 consecutive days every year. Behind the move-

ment are the State Federation of Women's Clubs, the Child Labor Committee and the county superintendents of schools. The proposed law is to replace the present one, which requires only four months of attendance during the year. This law is optional in seventeen counties and six other counties are exempt.

NEW YORK.

NEW YORK. "An organized effort to improve the status of the thousands of girl employees in the department stores of New York is being made by the Department Store Education Association, presided over by Miss Anne Morgan," says the bulletin of the National Association of Corporation Schools. "The object of the association is two-fold: The health department, under the direction of Dr. Kristine Mann, provides lectures on hygiene and corrective gymnastics and physiology, and the educational department, of which Miss Beulah E. Kennard, M. A., is head, has formulated an entirely new system of vocational training based on intensive study of the products handled by the various departments."

"The first departmental classes held under the auspices of the association are in co-operation with Stern Bros. store. The girls attend school during store time."

Answering a reported criticism of "the feminization of New York schools" by Dr. Hugh Cabot of Boston, President Thomas W. Churchill

Winter and Spring Civil Service Examinations

All teachers should try the U. S. Government examinations to be held throughout the entire country during the Winter and Spring. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. E 221, Rochester, N. Y., for large descriptive book, showing the positions available, and giving many sample examination questions, which will be sent free of charge.

of the Board of Education said in an interview in the New York Globe:—

"We all think, I believe, that there should be more men as instructors. But it is impossible to have them, as we cannot offer them sufficient money. When we do get strong men they often leave us as soon as better inducements are offered and we are naturally unable to persuade them to remain."

Mr. Churchill said the Board of Education was doing the best it could with the money allotted to it by the Board of Estimate, which instead of co-operating with the school officials was responsible for added difficulties in attracting men teachers by refusal to include in the budget provision for the higher salaries to which teachers in the upper grades were legally entitled.

"The difficult problem," he said, "comes in the seventh and eighth grades of the elementary schools. We arranged a schedule of salaries in these grades four years ago, and conducted a long fight to win our point. But the Board of Estimate in the last budget refused to give us the \$261,000 to pay these salaries, an act which I still must characterize as dishonorable. Naturally it is not to be expected that we can have everything just the way we want it when we must face such lack of co-operation."

"At present there are approximately 17,000 women in the public schools, and 4,000 men," said Mr. Churchill. "Naturally this means that every boy obtains more instruction from and is more influenced by women than by men."

"But it is not correct to say that the boys of New York's public schools are being feminized. A better proof of the error of this charge, made in such a wholesale way, could not be found than in the boys themselves. Never were there more manly young fellows than we are turning out now and never was there a time when the boys of any school system were more thoroughly and wholesomely interested in athletics."

"I would like to see more men teachers, but I think the conditions are not such as to warrant the statement that the schools here are feminized to a point where it is dangerous to the welfare of the pupils. Of course, it is a moot question, and Dr. Cabot may have stronger evidence than I. But I don't believe it."

"I prefer women teachers in most of the elementary grades, and still realize and believe that the ideals of the boy ought to be masculine. But I feel that the boy pupils up to the age of twelve may be regarded without bringing in the sex of the teacher."

"In the elementary schools, women teachers are undoubtedly the best for the girl pupils; in that I agree with Dr. Cabot. But I do not think it makes so much difference after the girls reach the high school. They are more mature, and the question with them then is efficiency and accuracy."

"I do not think the condemnation of the schools as to feminized is justified, although I say that I would like to see more male teachers and would do everything I could to obtain them if the money to pay the higher salaries was supplied."

NEW JERSEY.

BAYONNE. In announcing his

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HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS, BOSTON, MASS.

decision that the Bayonne Board of Education legally dismissed Superintendent John W. Carr, the Assistant State Commissioner of Education, John Enright, says: "It is my opinion that John W. Carr did not act in any way in a manner unbecoming a superintendent of schools as shown by the evidence given in this case. The appeal, so far as the charges against him are concerned, is hereby sustained."

"The removal of the appellant as superintendent of schools of Bayonne, while closely connected with the charges made against him, involves a question that must be considered by itself. A city superintendent does not come under the teachers' tenure of service act. His term of service is regulated by the statute as found in Article IV of the School Law and by the by-laws and rules made by the Board of Education constituted as therein provided. . . . The petition, so far as the removal of the Superintendent goes, is hereby dismissed."

Former Superintendent Carr, it is understood, will appeal the decision to the full State Board of Education. He was dismissed October 28 by a majority vote of the Board of Education of Bayonne. He had previously brought to the attention of the State Board alleged irregularities in the award of contracts to architects for a new high school and two other school buildings, involving \$481,000.

High School Principal Preston H. Smith will be elected superintendent, it is said.

PENNSYLVANIA.

MONTROSE. Former Governor William A. Stone while in a reminiscent mood the other day talked about the old school days at Mansfield Normal, and said in substance: "After I came home from the army, I took up a piece of wild land, cut a fallow, made a clearing in Tioga county, built a log cabin, and started in to make a home and be a farmer, like the rest of my family. Professor F. A. Allen, principal of the new Mansfield school, came to Wellsboro and delivered a lecture that stirred me all up. At its close he spoke of the Mansfield school, and invited any one who wanted a better education to meet him at the Court House the next morning. Next morning I was there, and arranged to go into debt for a better education. Later I went into law, then into politics, and here I am. Professor Allen inspired me and many others, and he had that personal, magnetic and propulsive force to enthrall boys. Had it not been for him I would not be here in office."

When Ex-Governor Stone was

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S TATE NORMAL SCHOOL, Salem, Massachusetts, Coeducational Department for the pedagogical and technical training of teachers of the commercial subjects. J. Asbury Pittman, Principal.

asked whether he was glad Professor Allen had stirred him up, he replied: "Sometimes I wish he had let me alone. I could have gotten a living on the farm, and been reasonably content. In office and politics no one ever does better than that for himself. The principal advantage I have gained is to help others to places and power they wanted. The whole matter runs back to the question, Was Professor Allen a benefactor or a nuisance?"

YORK. Sixty-nine pupils attended the first sessions of Continuation schools as required under the provisions of the state child labor law. The continuation schools are required by an act of the legislature and all minors between the ages of fourteen and sixteen years employed in local establishments during the day, will be required to attend one day each week. The law exempts two classes of minors of the ages specified, those who are engaged in agricultural pursuits and those employed as domestics. The continuation schools will be in session from 8 o'clock in the morning until 5 o'clock in the evening. A different group of pupils will attend the schools each day. So far as can be done the superintendent has tried to arrange the schools so as to best suit the employers. A full set of books is given to each pupil for his or her exclusive use. These are placed in a suitable book-bag at the close of the day's session and then stored on a book rack. There they will remain until that group of pupils returns to the schoolroom on the following week. This plan has been adopted by the board so as to prevent frequent handling of the books. Thus the best sanitary conditions are secured. The book bags were made

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by the sewing classes of the high school.

HARRISBURG. The National Association of Teachers of Public Speaking proposes to abolish gesticulation. The idea is that gesticulation is apt to confuse thought by blending it with emotion. When a man begins to gesticulate he stops some of his thinking and makes use of his feeling. A person who thinks quietly and calmly maintains a quiet and calm condition of the body. But when he ceases to think he begins to wave his arms and shake his head. The more a man gesticulates the less he thinks, and if it is all gesticulation there is no thinking.

It stands to reason that if a man does not want his hearers to think, he inflicts upon him his own lack of reflection, which he has attained to in his own case by physical excitement. Reason is never violent. It speaks in a quiet tone. It does not attempt to hammer a thought into another's head. The most impressive orators that ever lived spoke without gesticulation. Mild manners carry conviction more surely than wild demonstration.

PHILADELPHIA. By a vote of the Board of Education in adding two textbooks to the elementary school list the Palmer Method of Business Writing was adopted.

"There are two ways in which the boys and girls of the high school can be trained in citizenship and in right social thinking: First, through the curriculum, and, second, through participation in the organization and management of the school as a social unit," says Principal William D. Lewis of the William Penn High School in the Public Ledger.

"Schools in the elementary grades should begin to teach the nature of the co-operative functions of society. The children should be taught what the policeman, the fireman and the street cleaner does. They should understand that the streets belong to the people and that they are lent in

part to transit companies and to telegraph, telephone, lighting and water companies. As they reach the grammar grades they should learn about the abuses against which the people must defend their own interests. The alliance between corrupt public officials and public service corporations should be shown up as a conspiracy against public welfare that affects directly the comfort and prosperity of every citizen. From this type of instruction it is a simple step to an understanding of the great national questions that are claiming the serious thought of every patriot.

"Our boys and girls in the high schools could with interest and profit study the housing conditions in the poorer parts of the city, the effects of child labor law and family budgets for various incomes. They could analyze their own family expenses. They could learn to use the tables of the reports of the Census Bureau. They could vitalize their physiology and hygiene by the examination of bakeshops, markets, restaurants and hotels. They could acquaint themselves with the actual problems of local government.

"The high school can hasten the process of social thinking in other ways. Its institutional democracy can become a habit of life in the youths who are just forming their life habits. To this end it must first abolish snobbish society and fraternity. Here is a case that is typical of their workings.

"Mazie was the daughter of a mill foreman. His faith in education was based on a blind belief that somehow an education would enable his girl to have an easier time than had fallen to the lot of her father and mother. The girl entered high school. Soon she began to realize that she was not 'in it.' She heard rumors of secret societies and fraternities. When she made advances to the girls of these societies she was repelled with sly, covert, cattish jabs. Mazie did not tell her mother why

she left school. But her soul was scarred and hardened.

"Mazie's experience illustrates the social training of the wrong kind that is going on in thousands of American high schools. The school fraternity and many of the exclusive literary societies are efficient schools of snobbery. Often they are worse. The worst feature of the high school 'frat' is the rooms. At best they become loafing places and schools of cards and gambling. At worst they become schools of vice as dangerous as Fagin's. They foster snobbishness, loafing and insubordination.

"High schools can teach the necessity of social thinking by means of the common interest of the school. Athletics, school publications, the lunchroom, and in skillful hands a large share of the school discipline can be made daily object lessons in social co-operation. If our high schools are to teach political, social and economic truths there must be a revolution in the program of studies and in the point of view from which every subject is approached. The tradition that every pupil entering the high school shall study algebra and a foreign language must give away to the larger public concern that every pupil must become intelligent concerning the facts of present-day life."

SOUTHERN STATES.

ALABAMA.

BIRMINGHAM. The Dewberry Agency of Birmingham, for the past seventeen years under the management of Richard A. Clayton, has become affiliated with the Fisk Teachers' Agencies located in the leading cities of America. Mr. Clayton will continue in charge.

CENTRAL STATES.

OHIO.

COLUMBUS. In December the organization meeting of a new national mathematical association was held here, the call for which had been signed by 450 persons representing every state in the Union. The object of the new association is to assist in promoting the interests of mathematics in America, especially in the collegiate field. It is not intended to be a rival of any existing organization, but rather to supplement the secondary associations on the one hand and the American Mathematical Society on the other, the former being well organized and effective in their field, and the latter having definitely limited itself to the field of scientific research. In the field of collegiate mathematics, however, there has been, up to this time, no organization and no medium of communication among the teachers, except the American Mathematical Monthly, which for the past three years has been devoted to this cause. The new organization, which has been named the Mathematical Association of America, has taken over the Monthly as its official journal.

There were 104 persons present at the organization meeting. The constitution and by-laws together with a full report of the proceedings will be published in the January issue of the Monthly. The following officers were elected:—

President, Professor E. R. Hed-

The first number of The Kindergarten and First Grade, the new monthly of the Milton Bradley Company, Springfield, Mass., succeeding The Kindergarten Review, contains a number of instructive articles. The opening article is entitled "A Child's Introduction to Art," by Bertha M. Rhodes. Other articles are "The Relation of the Kindergarten to the Elementary School," by Lillian B. Poor. "Story Reproduction" is another of the features, written by Helen Campbell.

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A. E. WINSHIP, Editor

UNITS OF SERVICE

BY GEORGE W. GERWIG

Secretary to the Board of Education, Pittsburgh, Pa.

In commercial life the great need was for the application of closer and more accurate accounting methods to all that related to cost. Profits, or benefit, or service are usually all easily and unmistakably indicated. The dividend earned in any business is not merely a cheerful subject for contemplation. It is far more. It is in effect the governor which controls and regulates the entire machine. The dividend earned fixes the value of the plant, approves or condemns the management, determines the future policy. The directors either "point with pride," or "view with alarm," just as that index finger marks the record for a given period.

In all school accounting the procedure is radically different. There are no dividends, as such. There is, it is true, a vague impression, nowhere clearly defined, of value received, or of service rendered. But it is nowhere shown in measurable terms of profit. The situation is as though one were to buy land, build a factory, equip it, purchase raw material, pay for labor and overhead charges, and then close the account without any record of receipts or of profits, satisfied to accept, in general, indefinite terms, a belief that some good has been done, some value received for all the outlay, or something worth while accomplished in the transaction.

So far as the writer knows there is no complete, definite, tangible statement of the profit, of the value received, of the good done, of the service rendered by a school district, either in part or as a whole.

The most surprising feature of it all, when one stops to think of the millions of dollars spent every year, is that no such statement seems to be either expected or required. Hard-headed business men and financiers, who would never dream of expecting to enlist new funds for any enterprise without the most explicit statement of the profits expected, will audit and pass upon the expenses of a school system accompanied often by only the most vague glittering generality as to the service rendered. In ordinary business they would never dream of counting debits without also counting credits. But in this instance the costs are constantly stressed, and the benefits taken for granted or ignored.

It is perhaps well to admit in the beginning that there is a large part of the benefit derived from expenditures for public education which is not to be measured exclusively in terms of the usual dollar and cent dividend. There is much, however, that may be measured. And we are very rapidly acquiring the means for measuring more.

All successful accounting is based upon exact measures of value. This value applies alike to cost and to profits, benefits or service rendered. No one measures mental or spiritual values in precisely the same manner, nor by precisely the same standards as are used with material things. But there should be, and indeed is, a method of measure, none the less. In the years gone by there was no standard pound or foot. We measure now, as a matter of course, things once regarded as immeasurable, such as temperature, humidity, velocity of wind or light, blood pressure. Mental activity is measured in many ways, from the ordinary school examination, to special tests in applied psychology, showing quickness, alertness, sureness, or in criminology, showing hesitation in the presence of certain incriminating words or memories. Mental activities, even during sleep, are measured by the changes in the flow of the blood as indicated by the change in position of a sleeper reclining on a carefully balanced couch. The entire trend is in the direction of definite records and of exact measurements.

The Panama Canal may be taken as a supreme example. No thoughtful person will contend that the tolls to be received are to be regarded as the sole measure of its value to America and to the world, or that it is to be regarded only as a dividend paying investment, or condemned as a failure if, perchance, the financial income might not class it among the paying investments. It has a definite, potential, though possibly not as yet measured value as a commercial stimulus. It has a higher value as a sanitary achievement, showing the possibility and the exact method of making a veritable health resort out of any fever-ridden tropical jungle. It has a still higher value as an example of the manner in which a democracy must work if it is to be effective,—the method of selecting from among the whole people a Colonel Goethals and a Colonel Gorgas representing the best available ability, and then giving absolute authority to do all the things necessary to the work in hand.

LAND

Let us see whether we can either measure or suggest the values received, the dividends, the service rendered in a modern school system. The value to the community of land set aside specifically for school purposes is almost universally recognized, even though it has not been specifically measured. When our forefathers decreed that sections sixteen and thirty-six in every township should be set aside for school purposes in every state carved out of the

great Northwest territory, they were wise beyond their day and generation. The potential school fund thus created is not only a guarantee for the education of future freemen, but is the shrewdest method yet devised for financing that education. The states which were fortunate enough to receive this heritage and wise enough to conserve it find their educational system almost automatically paying for itself as it develops. If cities had only been wise enough to make some such general stipulation, they would have saved their tax-payers thousands of dollars. Some have done so. A school lot bought for \$9,000 and now worth \$39,550; three and one-half acres bought for \$25,000 and now worth \$71,854; a tract bought for \$30,000 and now worth \$122,540 are only a few of the countless examples on this point. There are on the other hand as many instances of a lack of foresight. A case in which a city was obliged to pay \$50,000 per acre for a site for a high school is one. Another is a case in which no provision was made for a school, and owing to street and lot restrictions, it is not now possible to secure adequate ground for a school in a densely populated region, at any price.

There are countless instances on record in almost every community in which a wisely chosen location for school purposes not only increased in its own value, but caused an increase in the value of every house or piece of property in the neighborhood because of the location, or proposed location of a good school there. Ordinarily a schoolhouse may be safely counted to more than pay for itself in the increased value of all adjoining property.

BUILDINGS AND EQUIPMENT

What has been said regarding the mere setting aside of land for school purposes is true to a greater extent when a building has been actually erected and equipped. It is the most common experience for real estate dealers in progressive communities to advertise school accommodations among the attractions and elements which lend value to given locations. While this increase or decrease in the value of land because of the presence or absence of good school facilities has not been as yet definitely measured, it is present none the less as a matter of common knowledge.

United States Bureau of Education Bulletin, No. 591, on The Public School System of Gary, Indiana, gives the following reason for the unusual interest which has been taken in the Gary schools: "They are using all of the educational opportunities of the city, all of the time, for all of the people, and in a way which reveals to young and old that what they are doing is worth while."

WIDER USE OF SCHOOLS

We are only beginning, however, to recognize the actual and potential dividend value of good school property. The demand for a wider use of schools in order that they may return a full measure of service to the community is be-

coming more and more insistent; and the actual and potential values, once recognized, are rising higher and higher. It is no longer possible, in any wide-awake community, to have the schoolhouse dark and cold and empty all but five hours of five days each week during certain months of the year. The people have determined to come into possession of their own. And so school plants are being built upon entirely new lines, and are being made to serve the people in unheard-of ways. The only surprise seems to be that they should have remained unrecognized and unappropriated blessings for so many years.

No melon cutting of a corporation, no extra dividend has caused more delight to stockholders than have the unusual returns to the citizenship of America wherever the school plant has been widely used. This has come as the fulfillment of a dream of greater opportunity, as the quenching of a thirst for higher knowledge, wider experience, more abundant life, in terms of neighborliness, sympathy, understanding service.

The realization that school days might be all the days of one's life brought a new thrill something akin to mental immortality. That the schoolhouse might become the temple of democracy quickened anew the spirit of the patriots. That all the lovers of liberty might come here, without regard to age, color, or religion, and quench their thirst not only for that knowledge which is of the mind, but also for that wisdom which is of the soul, was as new a conception as it was delightful. But, once stated, once perceived, it was self-evident.

That this, the most dearly loved of her institutions, should be the one of all others to sense the newer needs of American life has brought as keen delight to the members of many communities as have the creditable achievements of a favorite child. The school has been both able and willing to take on new and greater burdens, to readjust her methods, to expand her ideals and to fully and magnificently rise to the new opportunities.

Once the idea of a newer and broader service was started and even the best posted citizens found difficulty in keeping up with its progress. Manual training and domestic science courses began to supplement the conventional curriculum. The motor-minded child came into his own, along with his scholastic companion. The people began to realize that if democracy meant anything it meant an equal opportunity, educationally, as well as politically, an opportunity to study according to the bent or ability of one's own mind as well as to worship according to the dictates of one's own conscience. Evening schools, both elementary and high, increased. Schools for adults were established. There seemed to be in truth a new renaissance of learning, but this time a re-birth of learning for all the people, instead of for the chosen few. The schoolhouse has become in truth the place in which any person can go to learn anything.

EDUCATORS AS I HAVE KNOWN THEM—(XVI.)

BY A. E. WINSHIP, EDITOR

THE INDIANA GROUP—I

The first year that I was editor of the *Journal of Education* I had two highly appreciated honors. President Smart of Purdue University invited me to have the commencement address of that institution, and Dr. John H. Vincent, father of President George E. Vincent of the State University of Minnesota, invited me to take the assembly address at Chautauqua for three days. I have never prepared any address with the same care, for I had the same theme, "Genius in England, Germany and France," and I used it as my stock address for memorable occasions until I heard a lyceum lecturer give it in its completeness, and then I retired it.

I have had many commencement addresses since then, but none has meant so much to me as did that one. Literally hundreds of lecture engagements came from that effort.

Dr. James H. Smart was the first Indiana leader to be at the front in service and in honors in the National Education Association. He was president of the National Education Association in 1881 at the Atlanta meeting.

Horace S. Tarbell was one of the ablest of the Indiana group, but he went to Providence about the time that I went to the *Journal of Education*, and my personal acquaintance was with him there. He was one of the foremost men in the National Education Association for a quarter of a century, being long upon the Board of Trustees of the Permanent Fund and was chairman of the Board in its most critical years, succeeding Dr. Calkins of New York, who had been the only chairman up to that time. Mr. Tarbell was a notable success both as superintendent and as the writer of school books. A lovable man, loyal in every fibre of his being, trustworthy to the limit, able in administration, and clean cut in pedagogical theory and practice.

People talk a great deal about the National Education Association having descended to politics. There was never any more tense politi-

cal excitement in the Association than at the Jacksonville meeting of the Department of Superintendence, where Dr. Tarbell was honored with the chairmanship of the Board of Trustees and Charles B. Gilbert was elected president. There was little sleeping on the part of leaders one night at Jacksonville. At that time Dr. Gilbert was one of the high men in the Department and his election was the triumph of the "progressives" of that day. Then A. S. Downing was one of the leaders of the progressives, and a better fighter I never worked with.

Dr. Gilbert was always one of the best philosophers, one of the clearest thinkers and most masterful debaters of the Department. Indeed, few men ever achieved more definite results in supervision than did he in St. Paul, in Newark and in Rochester.

Returning to Indiana, David Starr Jordan first attracted the attention of the country while president of the Indiana State University. The glory of his career is too well known to call for comment here and our association with him has been since he went to Stanford University. No one could ask for more distinguished success than has been his. It would take an issue of the *Journal of Education* to tell of his successes as I have known them.

Another great Indianan is Joseph Swain, who has been closer to Dr. Jordan in comradeship than has any other man, professionally and personally, and one of the most satisfactory chapters in the activities of the Association is the fact that Dr. Jordan succeeded Dr. Swain as president.

Richard G. Boone was eminently popular and efficient during the many years in which he was in the State University, and successful as a writer of the "History of Indiana," and of "Education in the United States." Since then he has been president of Ypsilanti Normal School, superintendent of Cincinnati and a professor in the University of California.

[To be continued.]

We have had a great deal to say recently, and it has been very profitably said, about the school as a social centre, by which is meant the schoolhouse as a social centre; about making the house which in the daytime is used for the children a place which their parents may use in the evenings and the other disengaged times for the meeting of the community, where they are privileged to come together and talk about anything that is of common interest and talk about it with the utmost freedom. Some people have been opposed to it because there are some things they do not want talked about. Talk is a very dangerous thing, community comparisons of views are a very dangerous thing, to the men who are doing the wrong thing; but I, for my part, believe in making the school the social centre, the place that the community can use for any kind of co-ordinating that it wants to do in its life.—*Woodrow Wilson, President.*

WILLIAM T. HARRIS

BY WILLIAM AUGUSTUS MOWRY

I was greatly interested in the symposium which recently appeared in the *Journal of Education*, edited by Dr. Winship. When I read it I was immediately seized with a wish to add my tribute also. I do not suppose that I knew Dr. Harris as well as Charles H. Ames, or Dr. Fitzpatrick, but my intimate knowledge of him, his doings, his sayings and his inner thought warrant me, perhaps, in giving some personal reminiscences of this great man and great educator. Our personal acquaintance began early and continued through his whole life, with irregular intervals. I first became acquainted with Dr. Harris in 1853 when we were classmates in Phillips Academy, Andover. He left the academy in November of that year, and did not join us again, but entered Yale the next autumn, 1854. From that time, all through his St. Louis experience I did not see him for twenty-eight years. I watched eagerly his growth, his development, his remarkable management of the schools of that great city. After this long period I first met him at the meeting of the Superintendents Department of the National Education Association in Washington, D. C. We recognized each other at sight and after the adjournment of the evening meeting we walked together to the Ebbitt House and continued our conversation far into the wee night hours. I remember asking him his view of the present phase of Christianity and his reply was immediate and decided. He said: "Christianity is absolute truth, fighting against error, and always has been."

In years subsequent to that interview we had many conversations upon religious subjects, especially upon immorality. At one time, in Congress Park, Saratoga, he and I wandered away by ourselves and spent nearly the whole afternoon, largely in the discussion of the future life. His views upon this subject were remarkably original and suggestive. His main thought was that we cannot compare the spiritual life with our present material existence. Human thought, wish and will, purpose and direction are so different from our physical life, eating, sleeping, playing, working, as to be suggestive of what that life must be, which has thrown off all material connection. Dr. Harris had very positive views in theology as well as in philosophy, but it was in educational matters that his light shone most brightly. I have heard him debate many questions in the meetings of the National Education Association and of the Superintendents Department, and he invariably sustained his positions, whoever may have been his opponents.

The name of Dr. Harris has often been coupled with that of Horace Mann. They were both shining lights. The latter succeeded in arousing great enthusiasm on the part of all the people to improve the schools, but the

former had great success in improving the schools and elevating the views of educators.

In preparing my annual report to the School Board of Salem I had recourse to the reports of Horace Mann and of Dr. Harris. I am free to say that I received more aid and suggestion from Harris's annual reports than from all that Horace Mann ever wrote. The dozen or more volumes of the reports of Dr. Harris to the School Board of St. Louis contain a complete system of education and especially of pedagogy. In one volume will be found a full discussion of the methods of teaching reading, in another the subject of grammar, in a third manual training, and again school discipline. On the whole I found more important assistance in these reports than I could find anywhere else. I commend to young teachers the study of these reports as quite as important as any similar documents that they can find.

I have already alluded to the force and ability of Dr. Harris as a debater. The following anecdote may serve as an illustration. In 1881 the National Education Association met at Atlanta, Georgia. On our way to that city several of us stopped over on the top of Lookout mountain.

While there Dr. Emerson E. White read to me the report he was to make to the National Council of Education. This was to be the first meeting of that department. It was plain, straightforward and altogether of such a nature that it seemed to me just the paper to be the first presented at the Council. The Council organized and on my motion it was voted that Dr. White's paper should be read. I had anticipated very little opposition to it. To my mind, the beginning of the work of the Council was likely to be entirely harmonious. In this I was mistaken. As soon as Dr. White finished reading his paper, which I think was upon manual training, Dr. Harris began to object. Thence followed a discussion which continued until four o'clock in the afternoon, Dr. Harris maintaining his points, and objections to these being raised by most of the members present. About four o'clock, after a somewhat prolonged argument by Dr. Harris, someone remarked: "Oh, is that what you mean? Why, I will agree to that position." In a few moments more Dr. Harris convinced us all that his position was right, that what he was driving at was correct. Bear in mind that this occurred thirty-five years ago, and I have told the story from memory. I feel sure, however, that it is substantially true.

It should not be forgotten that Dr. Harris was no one-sided man. His ability served him in many directions. He was a skillful and successful teacher, superintendent of schools, a polished writer, an easy and forceful speaker, always expressing deep thought, a correct reasoner and an astute philosopher, perhaps the best exponent of Hegel this country has produced.

He had, withal, now and then a merry mood, enjoyed a joke, and was fond of a story, especi-

ally if it illustrated some important truth. He was deeply interested in genealogy and at one time I met him in the streets of New Haven when his first salutation to me, after shaking hands, was this: "Cousin William, study your grandmothers, study your grandmothers." Let me explain that his grandmother was a Mowry, and he always called me Cousin William.

But I must not close this paper without telling a very characteristic incident, which illustrates his methods of work. Again and again have I found him writing one of his deep thought orations or addresses while riding on the cars to some important meeting. Here is one case. We were on our way to Washington to attend a meeting of the superintendents when he joined our party at Philadelphia. After a few moments' conversation he took out some note paper and began writing. I found afterwards that here he began an address to be delivered the next day before the convention. He wrote rapidly all the way to Washington, arose the next morning at three o'clock, and continued his writing till I called him to breakfast. At the table he talked rapidly on various breakfast topics, but not a word about his address. Immediately after breakfast we started

for the superintendents' meeting. On the Seventh avenue car, every seat being occupied, Dr. Harris stood at the front end of the car writing all the way to the Smithsonian Institute. Taking a seat in the audience he continued to write until called upon to speak. His was the first address of the morning. He read that paper, which was nearly completed, and improvised the conclusion. The paper was a strong argument, well put, in good English, and was convincing.

I have often thought of this incident and others similar, as showing the method of thought and action on the part of Dr. Harris. His ideas were always clear and cogent. The subject upon which he was writing he had already clearly in mind. He did not think out the matter as he progressed, it was thought out beforehand. His points did not need thinking, but simply writing, hence his extempore addresses always appeared to be as logical and systematic as those previously written.

There are many leading educators in this country and abroad who are decided in the opinion that Dr. William T. Harris was the broadest and strongest educator that America has yet produced.

THE JUNIOR HIGH SCHOOL

BY A. E. WINSHIP

[Dedicatory address at Bancroft Junior High School, Lincoln, Nebraska, December 6, 1915.]

The Junior High School is something new. New things in education are not always and everywhere welcome. The city that welcomes the Junior High School is either very wide-awake or has skillful educational administration.

Educational progress is of two kinds. One perfects existing plans; the other bridges chasms with vitally new ideas. The Junior High School bridges a chasm, and is as vital as it is new.

Educational ideas are vital externally or internally. External educational ideas deal with the problems of taxation, of the location of schools, of the employment of local or foreign architects and builders, of the selection of local or other teachers, of the residence of teachers in the city or out.

Internally, educational ideas have to do with what to teach, when to teach it, how to teach it and where to teach it. The Junior High School comes under this latter phase of educational problems.

Ever since schools have been provided in America, there has been but one division, and that has been at the end of the elementary school. The only reason for such a division has been that there were few free public high schools until within seventy years.

Whenever a high school was established it

was exceedingly jealous of the dignity of the word "high." It was beyond the elementary school; it was higher, and it must be kept higher. It must be the "high" school, and it has always been. No power could have put the eighth grade into the high school, but it adds materially to its dignity to put the ninth grade below the high school.

As soon as there was any real study of where to teach certain subjects, the absurdity of calling the two upper grammar grades "elementary" was apparent. To call them "high" was impossible. The "Junior High" is a compromise to avoid trouble. The idea is a reign of common sense. The designation is conciliatory. It exalts the seventh and eighth grades and saves the ninth grade by using the term "high."

There are three great dividing lines in a child's school life at the end of the third, sixth and ninth years. We have always admitted that the first three years are merely preparatory to serious school work. In them we have merely tried to start the child in school life. We have taught him to read, but not to study through reading. We have never utilized his ability to read in learning through reading. We have taught him number, but not to learn through the use of his knowledge of number. We have taught him about nature, but we have not utilized his knowledge of nature in learning things

in which nature plays a part. In all this we have been supremely wise.

In the fourth, fifth and sixth grades we have had him use his ability to read in learning about science, art, literature, history, geography, school gardening and many other things. We have had him use his ability with number in the practical affairs of life. We have had him weigh, measure, perform examples and solve problems in domestic, industrial, commercial, and farm life. In nature study we have had him apply his knowledge in gardening, in agriculture and in other ways. In language we have had him apply his knowledge in oral and written composition about affairs of daily life and of timely occurrences.

There is nothing in all this that a child cannot do well and adequately by the end of the sixth grade, but we have kept him doing more of the same thing in the same way in the seventh and eighth grades merely because of the tyranny of tradition.

At last we are doing what would always have been done but for our inheritance, and give the opportunity for real study, for learning to do things by doing them in right ways, to think by thinking, to feel great impulses by feeling them.

This must be done before the boy takes responsibility for the consequences of his knowing, thinking and feeling. He must learn, think and feel for himself when there are no serious consequences if he is not always accurate in his knowledge, is not always clear in his thinking, is not always poised in his feeling.

The athletic manager will never put a man into the nine or eleven until he has made a lot of mistakes which have to be made in the under school in under class work or in the awkward squad.

The Junior High School does all this in education. It must never be thought of as a "high" school, but it is more than an elementary school, where every lesson is assigned in detail, every direction given specifically and every result checked with anxious care. There is nothing of this in the Junior High School. The lessons are assigned more generally, the directions are few and not in detail, and the results are checked with less thought as to what they are than as to their significance in the growth and development of independence in thought and action on the part of the student. It is precisely what it is in the training team in athletics, a four bagger is the last thing aimed at on the diamond and touchdowns and kicking goals are the last achievements on the gridiron.

The Junior High School is the training squad for higher studies or for active life. It is not so serious a matter to leave school at the end of a Junior High School course, but it is civically, industrially, commercially, educationally criminal for a student to leave school without the peculiar training that he gets in the Junior High School, a training that is not available in the traditional elementary school.

A HOPEFUL VIEW OF THE EUROPEAN SITUATION

BY PROFESSOR JOSIAH ROYCE

Harvard

[The article which follows is, in part, a paper prepared for a gathering of teachers of philosophy at Harvard University in honor of Professor Maurice de Wulf of the University of Louvain.]

Wherein lies our best ground for hope that out of the present crisis we are to be led nearer toward the goal that the great community of mankind is consciously or unconsciously seeking to attain? In answering this, time requires me to be very brief. But let me mention one memory which has of late brightened a good many sad hours for me when I think of the social transformation which recent decades have seen, and compare them with the changes through which we are now passing.

About a quarter of a century ago South America was passing through that series of international conflicts and of internal revolutionary struggle, one phase of which culminated in those troubles of the Argentine Republic which led in Europe to the failure of the Barings. We in the United States, nearly all of us, believed at that time that there was little hope of seeing the republics of South America reach any position in which international peace, so far as the mutual relations of those republics were concerned, could become more frequent or more stable. Most of us supposed that those republics were thenceforth doomed to a series of wars and revolutions whose end was not definable and not to be hoped for.

But of late years when in various voyages in tropical waters I have chanced to meet ambitious, vigorous and reasonably well cultivated young South Americans, representatives sometimes of commercial firms, interested sometimes in engineering and sometimes in social problems, I have heard from such young men (especially in case they were Peruvians, or Chileans, or citizens of Argentina) comments whose tone was both clear and confident. Such men like to say that civilization now finds its most secure home in the southern republics of South America, where international peace and the avoidance of revolution are rapidly coming to be used as normal and natural events, expressing not only what humanity needs, but what civilized humanity is thenceforth normally to get.

The opinion of such young South Americans is sometimes expressed with naïveté. Their pride is doubtless somewhat exaggerated. But it is such men that at this moment no doubt are tempted to speak of uncivilized Europe.

I do not know how long this stage of South American civilization in which peace with honor seems, for the time, the normal event, will continue. But when one remembers the year 1890, and recalls the failure of the Barings, and the seeming hopefulness of the South American situation, one tends to be inspired with a certain hope that Europe also may find its way out of the bad dreams, of the delirious wars and

absurdities in which at the moment it lives, into the new light of reason, of liberty and of wisdom. We cannot predict this result, but the South American republics that in 1890 we pitied and despised for their unreasonableness and for their evil passions—they give us a right to some hope for Europe.

In 1871, when the book of Swinburne's called "Songs Before Sunrise" was first printed, not only did Europe mourn the dead of 1870 and 1871, and not only did its captives and martyrs seem to demand from the poet the question, "What of the night?" but European civilization knew almost as little of Japan as it now knows of how to keep the peace, or of how to acquire international freedom. We well know how deeply the new Japan, of whose wisdom and of whose ideals we have learned only since that time, has transformed our own view, not only of what Oriental civilization has meant and may mean, but of what place its ideas and ideals

are likely to occupy in the civilization of the future. Humanity's whole idea of itself had been transformed since 1870 through an understanding—an understanding still no doubt in its infancy—concerning the true relations between the civilization and the thought of the West and the East. This new insight today enters into our life. It helps us to become, in a measure to remain, both humane and rational.

The world where such transformations can so swiftly occur, and where such powers for good and for reason are so manifestly at work, we have a right to hope, not only for present escape from the power of the spoiler, not only for early release from the might of death, oppression and inhumanity in the form in which that might is now displaying itself, but for a rapid and real growth in the wisdom which philosophy seeks, and which it is our privilege as students of philosophy to defend, and, as far as in us lies, to teach.—New York Times.

THE SCHOOLS AND DEFENCE

BY HENRY C. MORRISON

State Superintendent, New Hampshire

I shall be glad to be understood as being distinctly in favor of the proposition that as a nation we must go deliberately about the work of preparing ourselves completely for defence against a possible armed foe. Eighteen months ago, in common with perhaps most civilized men, I should have looked upon this question with something akin to abhorrence. We have learned, or should have learned, a lesson. In what proves to be the present state of international morality, it is clearly worse than futile to take any chances based on the belief that the immunity which we have enjoyed for a hundred years is destined to be perpetual. I am earnestly hopeful that whatever the national and the different state governments undertake to do will be done adequately, thoroughly and efficiently, and will not prove to be a series of half-way measures, bearing the earmarks of a passing wave of popular hysteria.

I have quite clearly in mind certain things which I am convinced our public schools should not be called upon to do. In the first place, I think that we should not allow our higher educational institutions to become the chief medium of preparation for the national defence. Whatever is done should be genuinely and completely democratic in its character. Everybody ought to bear his individual part in the common undertaking. This is essential, not only for outward defence but for the internal safety of American institutions. The wars of the past, and the present war, have shown how utterly vicious is any system by which the national military arm is largely recruited from a select class. Such a policy befits not a democracy. I do not look forward to a great war in which

this country will have a part within a generation, especially if within the next few years we organize our resources. But if war should come, I think that nothing could be worse than to have the first line composed of the young men who are today students in our high schools and colleges. In the nature of things, they constitute on the whole the best material of their generation. In the event of need of their services, they must do their part with others, but only with others. For the sake of the national integrity, we should object most strenuously to the adoption of any policy which is likely, in the event of hostilities, to send them into the first line of defence as a class.

I strongly deprecate any headlong rush upon the part of our local authorities into plans for military drill, so called, in the high schools. No local school board can with propriety proceed to introduce what it calls compulsory military drill in the high school. I have very grave doubts that any school board has any legal right to do so, except with specific legislative authority. Military drill in the high schools would be the smallest part of any contribution which the young men there might make to the national preparedness. School men have seen far too much of sporadic enthusiasm for military drill, resulting in profitless disturbance of the school's activities for a brief period and ending with a few stands of muskets stored away in a corner of the school attic. It is not an edifying experience for either the boys or the public. Nor do we wish to see something loaded on to the public school system which will prove simply to be another in the long series of fads which the schools have been called upon to bear. Nor

ought we to be under any delusions as to the educational character of military drill as such. That matter has been investigated by those most competent to understand and there is pretty general agreement amongst such investigators that military drill as such has very little educational value. It is not the best form of gymnastics. It is nowhere near the equivalent of sane athletics and it must be remembered that, in and of itself, it does not necessarily have any significance as an education in patriotism.

I think it will be unfortunate if any State commits itself to any particular preparedness policy in advance of the formulation of a national program. Obviously, the whole question is primarily a question for the Federal Government to deal with and it will lead only to counsels of confusion if ill-considered plans are adopted by any State without due regard to their practical working out, and especially to their relation to a whole national scheme. Whatever is done with our institutions of learning, high schools and colleges, should be done thoroughly as a consistent part of a large program. Our school boards ought not to sanction the adoption of military drill in the schools until they know just what they are doing it for and what part each school has in the whole program, if indeed any part at all.

I think it may eventually be found that well considered courses should be formulated for instruction in high schools by which it will become an accepted principle that preparation for military service in the highest sense is an essential and legitimate part of the education of every male. Such courses should probably embrace, roughly speaking, not only military drill so-called, but practical personal hygiene, sanitation, practical experience in learning how to care for oneself under conditions of camp life and, perhaps most important of all, segregation of the boys of a school under masculine instruction in conditions in which they can learn what I understand to be the all-important habit of military service, no less important in civil life, to wit: the habit of intelligent co-operation in perfect team work. I am distinctly of the opinion that the rising generation of boys ought to be taught, more than they are today, how to use fire-arms.

I should expect that eventually the program would include some field work during the school year and the organization of summer camps.

I can well understand that some such program as the above well thought out and matured by the co-operation of men who understand sympathetically the American boy and the youth might have very distinct educational values quite different from those looked for in mere parading in uniform and carrying a musket. But let us not cherish any delusions as to the educational part of the program. What we are looking for primarily is adequate preparation for the national defence, and let us not try to justify ourselves on educational grounds.

I am very earnestly of the belief that what-

ever is undertaken should be undertaken seriously and be made a serious business.

I should expect that meantime much could be done and much useful knowledge accumulated by the utilization of the summer camp principle. This would, of course, be on a small scale. I am confident that under right leadership summer camps are an invaluable part of a boy's education. I am quite confident that many boys between the ages of fourteen and eighteen could be gathered together in such a camp or camps under right leadership and be taught how to handle themselves as organized bodies of men in the field.—Open Letter.

THE NEW PRESIDENT OF TUSKEGEE

About the year 1735 there was a fierce battle between two of the stronger tribes on the west coast of Africa. The chief of one of these was considered the most powerful of his time. He succeeded in overpowering his weaker rival and slaughtered and captured a great many of his band. This chief delivered to his son a dozen of these unfortunate survivors to be sold to an American slaver.

The young African chief delivered these men to the captain of the ship and received his pay in trinkets. He was then asked to go out to the ship to see this wonderful sailing vessel. After he had inspected the ship, he was asked by the captain to dine. He said that they gave him some nice things to drink, all of which he enjoyed so much that he fell asleep. When he awoke he was chained to one of the creatures he himself had sold, and the vessel was headed toward the United States.

Robert Russa Moton, known to thousands of white and colored people as "Major" Moton because he has been commandant at Hampton Institute for twenty-odd years, tells in good faith this simple story of his ancestry.

At the coming Hampton meetings he will probably relate the story of his uphill climb, which reflects great credit on him and his race. He will also present the need of giving colored and Indian youth an "education for life, in life, and by life," to use Dr. Wallace Buttrick's phrase, such as the Hampton School has been offering for nearly fifty years to thousands of earnest youth.

Major Moton was born in 1867 in Amelia County, Va., and spent his early years at "Pleasant Shade," known as the Vaughan plantation, in Prince Edward County, Va. There he made "Mr. Willie," the planter's son, his ideal and copied the young white man's language, walk and dress. As a worker in the mansion house he had a great deal of leeway and was encouraged to learn.

In October of 1885, Robert R. Moton entered Hampton Institute. When asked if he was afraid of hard work, he assured the commandant that he was not, for he had labored all his life. He was assigned to the sawmill, where he learned to fire the huge boilers and to

run a Corliss engine, under the direction of an ex-Confederate officer, who was as strict as he was kind.

During his work year, he was constantly learning by doing. It was a period of initiation into an entirely new life—new people, new duties, different races, new standards, new ideas, new ideals.

Promptness, alertness, self-control, endurance, respect for authority—these were Hampton's gifts to this useful and safe race leader.

In Virginia Major Moton has been especially successful in showing his people, as president of the Negro Organization Society, how to link together the work of the school, the church, the home, and the community. He has helped thousands of negroes to live in peace with their white neighbors. Then, too, he has won for his race the cordial support of some of the finest white Virginians.

"By faithful and efficient service, whether in the kitchen, on the farm, in the shop, in the schoolroom, or in the pulpit," declares Major Moton, "the negro can and must maintain the spirit of co-operation and goodwill that now exists generally throughout the South."

Major Moton toured a number of Southern States with Dr. Booker T. Washington of Tuskegee, and addressed thousands of white and colored people on the value of working together in the spirit of mutual helpfulness for the securing of better schools, better health, better farms, and better homes.

Dr. Booker T. Washington and Major Moton were life-long friends. At the recent Boston meeting of the National Negro Business League, Dr. Washington asked Major Moton to sum up the proceedings and give his interpretation of the negro's real progress.

Major Moton's philosophy is founded on common sense and experience. He has constantly urged his people to cultivate race pride; to stand together on all questions of race uplift; to lead clean lives; to be progressive in business; to give an honest day's work for a day's pay; to build better houses, homes and schools; and, above all, to work with their white friends. Major Moton has wisely and skillfully interpreted for white men and women the fundamental problems which relate to masses of negroes who live side by side with a strong and dominant white race.

Dr. Washington in his book called "My Larger Education," said: "Major Moton is one of the best read men and one of the most interesting men to talk with that I have ever met. Education has not spoiled him. It has not embittered or narrowed him in his affections. He has not learned to hate or distrust any class of people and he is just as ready to assist and show kindness to a white man as to a black man, to a Southerner as to a Northerner.

"Major Moton knows by intuition Northern white people. At the Hampton Institute they have white teachers and colored teachers; they have Southern white people and Northern white people; besides, they have colored students and Indian students. Major Moton knows how to keep his hands on all these different elements, to see to it that friction is kept down and that each works in harmony with the other. It is a difficult job, but Major Moton knows how to negotiate it.

"It has been through contact with men like Major Moton—clean, wholesome, high-souled gentlemen under black skins—that I have received a kind of education no books could impart."

SPOKEN ENGLISH—HOW SHALL WE IMPROVE IT?

SARAH WITHERS

Training School, Winthrop College, Rock Hill, South Carolina

The author of "English in Country Schools" states our task as primary teachers and challenges us to it when he says: "Let us loose the bounden tongue; then train it to move aright."

All teachers, but teachers of rural schools especially, are well acquainted with "the bounden tongue." When a stranger enters many rural schools and asks a question, the children often hang their heads and sit in blushing silence, or, worse still, giggle. This is due to many causes, of course, but can we not be reasonably sure that at least one of these causes is the fact that too little freedom of speech is allowed to those children in school? Probably the teacher in such a school complains that her pupils cannot do good language work. She is totally unconscious of the fact that the failure lies partially with her, because she has neglected her first task—to "loose the bounden tongue."

I. How shall the bounden tongue be loosed?

1. One of the chief means is conversation. The morning talk, the story and the poem inspire the child to tell of his own experience. Let him tell it, and, through the telling, gain fluency and ease of manner. Indeed, the wise teacher may set aside prearranged work and give way to the child who has some interesting experience or some news to tell. There may be a new puppy at home, a new calf, or a dear little baby brother. These are of absorbing interest, and might, therefore, furnish the very best themes for conversation. The skilful teacher uses her opportunity to bring out some helpful thoughts as to the care of animals or the ways in which children may help with the new baby. But the teacher should be in the background and let the children do the talking. She may turn the conversation, if necessary, or she may deftly introduce the correct word, but she should

remember that the main point is to get the children to talk. Correctness is desirable, but ease and fluency are more desirable.

2. Children should be encouraged to tell jokes—for the fun they have in telling them and because of the good language training in the exercise. The relaxation afforded by joke telling is needed as much by the teacher as by the pupil. Yet there are teachers who would be horrified by a pupil's telling a joke in school. But are not these the teachers who most need the joke-telling period? Sir Gilbert Parker, in a recent article, said: "I would treble the number of humorous selections in readers. I would extend the habit of recitations in school and have as many humorous as pathetic, as many joyous as grave, and I would have the teacher laugh outright once at least a day."

3. The value of the reproduction of stories is too well known to need more than mere mention. In this again, however, the teacher must ever keep in mind that fluency and ease are to be considered first, and correctness afterwards.

4. The language teacher may make much use of riddles. She should know many, and should encourage the children to bring new ones to school. The inevitable bad boy may become intensely interested in school because he can ask a riddle which even the teacher cannot answer. Mrs. Hetty Browne in her Farm School at Winthrop College, Rock Hill, South Carolina, makes the lunch period a most effective language period. Often, as the children sit around the table, they ask riddles and tell jokes. Mrs. Browne quietly inserts the correct word, as, "I saw" when a child says, "I seen," and the daily repetition results in correct habit formation.

5. Another exercise for loosing the tongue is that of describing things in the school or at home for classmates to guess. One day, just after Christmas, as I entered a fourth grade room, a boy was standing in front of the class with eyes dancing and with a general air of importance. I found that he had just described a Christmas gift he had received and the children could not guess what it was. His description was: "It is made of paper. It has writing and printing on it. It has the date on it, and it has figures on it. My name is on it and someone else's. What is it?" As children are not very familiar with checks, it took them some time to guess the answer. Other descriptions were given, and the lesson was one of the liveliest I have ever seen. The children gave it.

II. How shall the tongue be trained to move aright?

We must always bear in mind that the child will speak and write the English that he hears, and that "good English is caught more than it is taught." If parents were fully alive to this and able to cope with the problem, the work of the teacher would be easy. Chubb says that in no subject does the teacher have to strive against outside influences as she does in the teaching of English. "She is in unceasing warfare with retarding forces. In arithmetic or

science or geography the teacher may sow in virgin soil. The English teacher must sow in soil choked with the weeds of bad habit, and must ceaselessly ply the hoe against untiring enemies. The standards of the community are more potent than those of the school; and against the illiteracy of the playground, the street, and sometimes the home, the literacy of the schoolroom has a weak chance."

All of this is true, but the teacher must meet her other task—"to train the tongue to move aright." How shall it be done?

1. First of all, she must set the example. Her vocabulary, her very tones, are copied. W. K. Tate, formerly State Supervisor of Rural Schools in South Carolina, now at George Peabody College for Teachers, tells of reaching a school just at recess. He mingled with the children and was amazed at the slang current among country children. Presently he was introduced to one of the teachers, a young girl, and in every sentence there was a slang phrase. This teacher's bad habits of speech had been caught. What she had taught had not been impressed. As slang is absorbed, so good habits of speech may be absorbed, and teachers should be careful to use correct, appropriate and effective speech.

2. In the primary grades the teacher should have exercises and games which will make the correct form habitual. All modern language books contain many suggestive lessons of this kind. Space forbids more than mention here. By playing "Have you the penny?" and games like it, the child will finally be led to drop "have got" from his speech.

3. Through reproduction of stories. There is no more effective means of loosing the tongue or of training it to move aright. However, many teachers are rightfully in doubt as to the wisdom of interrupting a child during the telling of a story for the purpose of correction. Sometimes correction may be postponed until the story is told and class discussion is begun. At other times immediate correction seems best. Then common courtesy demands that the teacher does this in the most considerate manner. She should put herself in the child's place and think how she would feel if someone interrupted her constantly while she was telling a story. Dr. Arnold Tompkins, in speaking of this, once said: "How could I go on with my lecture if one of you should call to me, 'Hold up your head. Take your hands out of your pockets. Stand up straight'? And yet that is what you do to the sensitive child. You interrupt him most unceremoniously sometimes." A teacher, however, can, in a quiet way, insert the right word, sometimes by asking a question which contains the proper form. For instance, if a child says, "The old woman seen the Gingerbread Boy," the teacher may say, "The old woman saw what?" Unconsciously the child will accept the right word and go on with the story.

4. By having children memorize whole selections of best literature, these will set standards

of good English. As Matthew Arnold says, we should give the children passages which they can in after life use as touchstones in the valuation of literature.

5. By striving for good English in every study and in every phase of school life. Most teachers insist upon good English in the language period, but are lax during other recitations.

Clear statement of any problem will lead to a better understanding of it.

6. In higher grades, by arousing the school conscience in regard to errors and by waging constant warfare against them. Some one has said that little can be done until the pupils are put under conviction of sin. When this has been accomplished, more than half of the battle is won.

EDUCATORS PERSONALLY

Dr. Frederick W. Atkinson, whom Mayor Mitchel has appointed upon the New York City Board of Education, is a graduate of the Bridgewater, Massachusetts, State Normal School and of Harvard University. Has had experience as a high school principal in Springfield, Massachusetts; as superintendent of education in the Philippines, and superintendent of Newton, Massachusetts, before he became principal of the Brooklyn Polytechnic Institute. His close personal relation to the new president of the Board, William G. Willcox, and Mayor Mitchel, is sure to give him large influence which he is every way qualified to exert beneficially.

John Cole Ellis, who died at Downers Grove, Illinois, January 6, 1916, was born at Danville, Mo., January 2, 1843; served during the Civil War in the First Missouri Light Artillery as Sergeant-Major. At the close of the war he became superintendent of Montgomery County, Mo., until 1870, when he went into the employ of Ivison, Blakeman, Taylor & Company, one of the leading publishing houses at that time, and was in charge of the St. Louis office. In 1881 he was appointed manager of the Chicago branch of the same firm, in which capacity he served until the organization of the American Book Company in 1890. In this company he had charge of an important department until his retirement about two years ago. His son, William S. Ellis, is cashier of the American Book Company, Chicago. Mr. Ellis is the last of the group of men whom we knew in the publishing business in 1872. The acquaintance and friendship then formed lasted until his death.

Miss Florence M. Hale, who has been principal of the training school of the state normal school at Presque Isle, Maine, for eleven years, has accepted an appointment as rural school agent of the State Department of Education under Hon. Payson Smith. Miss Hale has been one of the most effective and appreciated educational lecturers in the state and especially where she had an opportunity to speak of rural school work and country life. Her appointment means much to all country interests.

Of John G. Lewis, principal of the Webster School of New Haven for fifty years, who died

recently, Dr. Henry Sabin says: "He belonged to the old-fashioned class of schoolmasters whose positions can never be filled. Stern, stately, severe yet kind, reserved, their work gave this Nation the power and strength that it possesses today."

Miss Mae E. Schreiber, who has been on the State staff in Wisconsin and in New York, is one of the most efficient and uniformly popular women on any educational platform from institute and summer school instructor to state association program. She makes her home in Boston.

John J. Mahoney, assistant superintendent of Cambridge, Massachusetts, has accepted the principalship of the state normal school at Lowell. This school has been most unfortunate in the loss of its principals. Mr. Mahoney knows the school and the city schools and has the energy and aspiration necessary to do great things for the school and for the education of the vicinage.

Professor Will S. Monroe of the Montclair, N. J., State Normal School is by far the most extensive European traveler among American educators. Last year was the first in twelve years that he did not travel extensively on the other side of the sea. Among the many unusual features of his travels has been the planting of seeds of American plants in every country of Europe, returning with the seeds of many European plants which he has planted in all parts of America.

Edwin J. Brown, long-time superintendent of Dayton, was seriously ill for many months so that his death was not surprising. He has been one of the highly efficient and eminently progressive superintendents. We recall the meeting in Boston of the City Improvement Association which brought together landscape architects, building architects, park commissioners, playground experts and mayors from all over America, and Superintendent Brown was the only man who came and brought ten principals and teachers. He had an extended vision which took in at a glance every direct and indirect feature of education.

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MEMORIES OF A PUBLISHER*

Few men have the privilege of knowing men and women worth knowing as do publishers, and this is delightfully illustrated in these *Memories of Dr. Putnam*. Fifty years ago, at twenty-one years of age, he entered business with his father, who had among his friends at that time William Cullen Bryant, Edmund Clarence Stedman, Bayard Taylor, Richard Henry Stoddard, John Jay, Park Goodwin and George William Curtis, whom Mr. Putnam regards as the most interesting personality of the group. His reminiscences of Curtis and estimates of his personality are exceptionally charming.

O. B. Frothingham's acquaintance enables Mr. Putnam to give a vivid picture of the religious transformations of those days, which he does in such a way as to make it natural to relate fascinating stories of Channing.

The friendship of Horace Greeley and Carl Schurz opened the way for many interesting reminiscences. Schurz, especially, was an enthusiastic friend of Mr. Putnam until his death in 1907.

The glimpse into the lives of the Peabody sisters,—the wife of Horace Mann, the wife of Nathaniel Hawthorne, and Elizabeth, famous in kindergarten history,—is especially interesting. They were relatives of Mr. Putnam, so that his acquaintance with them makes possible a glimpse into their lives to be found nowhere else. After Mr. Mann's death, his widow and Elizabeth lived on Follen Street, in Cambridge. Their cottage was too small and their means too frail for such hospitality as they would delight to offer, so they had two tents in the back garden, in which fleeing slaves, Poles and Hungarians were always welcome to sleep. Mrs. Mann and her

sister for a short time had a small bookstore in Boston.

Mr. Putnam's public spirit has brought him into close affiliation with Grover Cleveland, Andrew Carnegie, Joseph H. Choate, Roosevelt, John Fiske, Robert Louis Stevenson, Walter Besant, Leslie Stephen, Lord Kitchener, Trevelyan and many others. In every case he brings into print incidents of much interest which would not otherwise have been known. For illustration, Stevenson related an experience which led him to say that "for chumming purposes a donkey is worth any dozen men."

Lowell in an offhand speech at the Authors' Club in London spoke of Great Britain as "carrying in its bosom a wonderful record of the past, and the seeds of a great history to come."

Such a book of memories is of incalculable service because of the by-paths into which it takes us.

OKLAHOMA

When one recalls the educational nightmares in Oklahoma City and State a year ago, he can but rejoice to find everything in city and state as peaceful as a mountain lake on a peaceful summer day. Nowhere are educational peace and prosperity more in evidence.

The State Association under the leadership of the president, State Superintendent Robert H. Wilson, was by far the largest and every way the best in the history of the state. More than 3,000 registered. It was such a program as that state never dreamed of before. All the state leaders were on deck, and from outside were Elizabeth Hall of Minneapolis, who is without a rival in blending intensified common sense, professional vision and attractive incidents; Mrs. Cora Wilson Stewart of Frankfort, Kentucky, who has started the greatest educational movement for side-tracked grown-ups in the world's history, and has the courage and intelligence to tackle the problem of each state with its illiterates with an impregnable array of facts, and all with a platform art that is superb, and Dr. William O. Thompson, president of Ohio State University, who grapples with great problems in a masterful way that captures all classes. These three national leaders entered into the spirit of every occasion with a devotion that gave the meeting a personal flavor.

Dr. Stratton D. Brooks, President Cantwell of the Agricultural College, Dr. Charles Evans and all other normal school principals and specialists and all leading city superintendents magnified the opportunities presented for dealing with vital questions.

There was a glow of enthusiasm in every exercise from start to finish which emphasized the loyalty of the profession for Superintendent Wilson and all other leaders.

The achievements of the past four years are worthy of special emphasis. There are 6,609 school buildings, open for an average of seven months at an annual cost of more than

*"Memories of a Publisher, 1865 to 1915." By George Haven Putnam. Litt. D. New York: G. P. Putnam's Sons. Cloth. 492 pp. Price, \$2.00 net.

\$8,000,000. There are approximately 500,000 children and 11,876 teachers in public schools.

Of the 5,880 school districts, 5,130 are rural. Of the 587,134 enumerated children in the state 447,765, or seventy-six per cent., are in village and rural schools. Four years ago less than twenty-five per cent. of the teachers held first grade certificates, now more than forty-two per cent. hold such certificates. Four years ago first-grade certificate teachers received \$63.54 a month, now \$73.34.

Four years ago only eighty per cent. of the children enumerated were enrolled in the schools, now eighty-nine per cent. are enrolled. The state university's growth under the presidency of Stratton D. Brooks has been phenomenal. The actual attendance when I was there on December 14 was 1,438. Of course, the year's enrollment including the summer session is much greater, but the best test is the actual number present in mid-December. Of these forty-seven were from twelve other states, three from other countries, 369 from what was originally Indian Territory. Of the seventy-six counties in the state, seventy-four were represented.

All institutions of higher and professional education have had great enlargement. As a whole they enrolled 5,973 four years ago and this year 13,234, an increase of 7,261, or 120 per cent.

The great achievement is that of the Central Normal School at Edmond, Charles Evans, principal, that has a summer session of about 2,300, which is one of the largest in the United States. Including the summer session the enrollment this year was 3,297, and not more than one other school equals that number.

This remarkable enrollment can only be appreciated when one considers that there are six normal schools in the state of less than two million people.

SNEDDEN TO COLUMBIA

The daily press announces that Dr. David Snedden, State Commissioner of Education of Massachusetts, has received an invitation to occupy an important chair in Teachers' College, Columbia University. Dr. Snedden is the only representative of the alumni in the Board of Trustees and has always been foremost in the esteem of the administration of both Columbia and Teachers' College, and the invitation is no surprise to those who have been familiar with the affairs of Teachers' College.

Dr. Snedden has been Commissioner of Education in Massachusetts since the creation of the position and the present policy of the Board of Education has been virtually directed by him. His resignation would come as a surprise to Massachusetts educators, who have come to view him as the leader in modern educational activities in the state.

Dr. Snedden is a native of California, a graduate of Stanford University and an instructor in that institution, a graduate of Teachers' College and an instructor in that institution before he came to Massachusetts. He is one of the

most acceptable educational lecturers of the country. His opportunities at Columbia University would be as great as those of any university professor in America, and because of personality and educational training he would fully measure up to these opportunities and responsibilities. What Massachusetts may lose, Columbia and the country at large would gain.

THE MISTAKE OF REFORMERS

No reader of the Journal of Education will question our unswerving loyalty to William R. George, Ben B. Lindsey and Thomas Mott Osborne.

And yet, we have always deeply regretted, and none knew this better than Mr. George and Judge Lindsey, that these men have jeopardized their influence in their own great work by their public utterances regarding other institutions or leaders in public affairs, official or individual.

William R. George had the greatest vision of any American regarding the ways and means of dealing with incorrigible boys. All the great work planned and achieved by Mr. Osborne was the extension of Mr. George's vision at Freeville.

And, yet, Mr. George could never describe his wonderful work without attacking all public institutional handling of such boys. As a result he had the entire prison and public and charitable institutions arrayed against him individually and officially, making it morally certain that they would ultimately have him more or less discredited.

Judge Lindsey is the world's greatest present-day leader in juvenile court efficiency and, yet, his greatest emphasis has been placed upon attacking all sorts of wrong doing, direct or indirect, of a certain class of persons in the community. On a thousand platforms and before millions of readers he skilfully discredited public officials and men of large personal influence.

Human nature will have to be entirely made over before anyone can do what he has done with voice and pen without being ultimately discredited, more or less, through the machinations of these influences.

And now Thomas Mott Osborne, who has given the world its greatest demonstration of the possibilities involved in a Prison Welfare League, is going the same road. That is, he is jeopardizing the greatest prison reform movement ever visioned in America by his intense and reckless public accusations against the courts, civil and prison officials.

We recently heard him in Boston, and the next day saw an authorized interview in a leading Boston daily. While we rejoiced in the report of what he had achieved our heart ached as we heard him dynamiting his own great cause.

He placed more emphasis upon the fact that the courts were the thrones of injustice, that political leaders are knaves when not fools, that we ought to be in sackcloth and ashes in view of the men elected to office in the cities of Massachu-

setts, and in the state itself, that business men who had sought any contracts with state officials were ready and anxious to blast a good man's character if he insisted upon a square deal. He did say incidentally that Massachusetts is not so bad as New York.

The inevitable conclusion was that he and the prisoners are the only persons who can really be trusted, and that the prisoners who accuse him cannot be trusted.

We could think of no class of influential people in New York state who could really deeply regret his being discredited.

He did boast of the support of the labor unions because it will "be for their interest" to have him win, which somewhat discredits his denunciation of the men whose interests will be harmed by his success.

If Mr. George had extended, as he had hoped to do, the Junior Republic idea into every state and populous county in the United States he would have eliminated ultimately all the undesirable features of public and charitable institutional work with the young.

Had Judge Lindsey devoted himself, as he did originally, to the perfecting of the Juvenile Court in other states, he would have had every city and state in this country, and in every country in the world, working out the grandest prevention scheme ever conceived by the mind of man.

Had Thomas Mott Osborne developed the Prison Welfare League to perfection he could have had it at work, saving at least half the men who have started on the road to crime.

Oh, the tragedy of it all!

"MR. CARNEGIE," BY GERALD STANLEY LEE

If you read no other January magazine article read Gerald Stanley Lee's article on "Mr. Carnegie" in *Everybody's*. Not that you will agree with it, not that you may not violently disagree with it, but because it is the best statement you are likely ever to see of what a large number of best citizens really feel and have felt so long that it can no longer be repressed. We quote a few sample sentences:—

"We have watched Mr. Carnegie for now these twenty years, innocently banging about, lording over cities with libraries, steering culture with checks, leading great universities by pensions. We have seen colleges putting their creeds in their hip-pockets, and holding out their hands. We have seen Mr. Carnegie buying off the intellectual hardihood of big professors, the educational consciences of faculties; we have stood by, and seen him taking the whole educational system of this nation and all our best intellectual centres and turning them into great spiritual machine-shops—big wildernesses of mechanical-mindedness—and doing it all because everybody in sight wants a dollar-and-a-half, and because everybody bows and scrapes, resigns, steps one side, and asks, 'What do you want, Mr. Carnegie? It shall be yours!'

"All this is an infinitely more serious threat at

the life of this nation, at the vitality, virility of this nation, than a frank, bold, perfectly safe rascal like Jesse James—safe, because nobody takes him seriously.

"It is not his money but the fact that he is imposing so many million dollars' worth of his mind a year on this country, that we object to.

"A man who has made a comparative failure of his life should not be allowed to dictate the vision, the life, the spirit, the intimate ideals and motives of all the youth and faculties of our land.

"He is making us see that money is the back-door of every enterprise—the kitchen end."

TENURE OF OFFICE

No educational question is more vital today than that of tenure. The present form of the question is as to whether or not superintendents as well as teachers should be on tenure. Until quite recently there has been little attention given to tenure for superintendents. That has been often regarded as a political office, while the teacher's position has been considered more nearly professional.

Many circumstances and happenings of late have led to a review of their case again. There are two sides to this question, each with its champions.

We would like to have all sides fully presented in the *Journal of Education*. Will you who read this write your opinion on these questions: Should teachers have tenure? When should it be given as to their experience and service? If so, why? If not, why not? Should superintendents have tenure? If so, why? If not, why not? If so, should they be certificated as rigidly as teachers? If so, should they be certificated by the State Department of Education? Should it be on their education or experience chiefly?

If credence is to be given reports in Boston papers, Boston may lose Superintendent Dyer and Massachusetts may lose State Commissioner Snedden. A New York dispatch on Tuesday morning stated that Dr. Snedden had been offered a professorship in Teachers' College, Columbia University, at an attractive salary. Another paper reported that Superintendent Dyer was to be offered the State Superintendency in Ohio. Neither Dr. Dyer nor Dr. Snedden was ready to discuss these reports this week.

Dr. William H. Allen's Institute for Public Service is getting into action heroically and skilfully. He is doing business on the largest scale of any school man we know.

President Shawkey's program at Detroit will be most attractive.

Shoop of Chicago came from Ohio! Of course. Some peace plans went to pieces.

February 22-25: Department of Superintendence, National Education Association, Detroit.

THE WEEK IN REVIEW

NO TIME TO PLAY POLITICS.

Congressmen who are advocating all sorts of wild measures of intervention in Mexico should understand that this is no time for playing politics. Carranza has been formally recognized by the United States as the responsible head of Mexico. He has not only promised to do his best to bring to summary justice the Villa bandits who were responsible for the recent slaughter of Americans, but he has already rounded up and promptly executed some of the leaders and is in hot pursuit of the others. American intervention at this time would be a direct affront to the established Mexican government and an invasion of Mexican sovereignty. Also, as was indicated in this column last week, it would play into the hands of Villa and his bandits by bringing about the very state of things which they want.

A PLOT TO KILL AMERICANS.

If anything were needed to make plain the folly of intervention at the present time, the discovery that the recent massacre of seventeen Americans at Santa Ysabel was the result of a formal agreement entered into by Villa and other revolutionary chieftains to kill Americans in Mexico and destroy American property should be sufficient. This agreement was made at a convention of rebel chiefs at Cordoba, two or three months ago, at which Villa, Zapata, Argumedo, Aguila and others were represented. The avowed purpose of this agreement was to bring about American intervention. Villa boasted that it could be done within thirty days; and, if the hot heads of the United States Senate could have their way, his prediction would come true. The sensible procedure is to get Americans as rapidly as possible out of the danger zone, and to sustain and encourage Carranza in his efforts to exterminate the bandits.

THE COERCION OF CONSTANTINE.

The Allies seem to have wearied at last of the backing and filling of King Constantine, and to have found intolerable the policy of waiting patiently for a combined Austro-German-Bulgar attack upon their forces at Salonica and facing at the same time any form of duplicity on the part of Greece. The landing of large Anglo-French forces at three different points in Greece—one of them Piraeus, the port of Athens—points to an intention to force the hand of Greece. It would not be surprising if the ultimate outcome were to be the deposition of Constantine, and his complete elimination from the equation. It can hardly be told, until the crisis actually arrives, how far Constantine represents the Greek army and people; but when the issue came directly before the voters, at the election some months ago, Venizelos, who represents the opposition to Constantine's policy, triumphed by a large majority; and it was only by dismissing him and dissolving Parliament that the King obtained a free hand,

KING CONSTANTINE'S DEFENCE.

Several times during the last few weeks, King Constantine has given out extended interviews for consumption in America. Apparently, he thinks it worth while to conciliate American opinion. In his latest deliverance, which could scarcely be more bitter if it had been given out from Berlin, he avers that it is nothing less than cant for the Allies to say anything about the German violation of the neutrality of Belgium and Luxemburg, in view of their own occupation of Salonica. But there is an important difference, which Constantine finds it best to overlook. The Allies went to Salonica at the request of the Greek Government, to aid in the defence of Serbia, an ally of Greece. Moreover, the Allies advanced money to Greece to aid Greek mobilization, and they are continuing to do so, at Constantine's own request. Altogether, Constantine cuts a sorry figure, and it would be a good thing for Greece if he could be peacefully eliminated from the Government.

A PRESIDENTIAL SPEAKING CAMPAIGN.

President Wilson has arranged for an extended tour, beginning in February, during which he will explain and defend his policies. There are precedents in plenty for such a tour, dating back to the original "swinging around the circle" which Petroleum V. Nasby described with such caustic humor. President Wilson need go no farther back than the immediately preceding administration, if he were in quest of precedents. The hostile campaign within the Democratic party, which Mr. Bryan leads and inspires, is sufficient provocation. Yet, on general principles, while it is perfectly fitting that the President of the United States should take the public into his confidence and discuss public questions and policies freely, it would be more in consonance with the dignity of his office if he were not forced to do it when a candidate for re-election.

A NEW SHIPPING BILL.

The Administration's shipping bill comes in to the new Congress in a new form. It now provides for the building by the Government of a fleet of naval auxiliary ships, which are to be leased to private ship owners to be operated by them in the foreign trade of the United States and in trade with its non-contiguous possessions. If this leasing plan fails, the Government will go into the shipping business on its own account. This proposal is less objectionable than the earlier form of the bill; but, as the private shipbuilding yards are now working to their utmost capacity, and as shipbuilding in the navy yards is notoriously slower and more costly than in private yards, it is not clear how anything could be saved or how conditions could be in any way improved by Government intervention along the lines indicated. The scheme finds most favor in quarters which are least informed regarding shipping conditions.

(Continued on page 110.)

TEACHING MORALS TO LITTLE CHILDREN—(III.)

BY FRANCES WELD DANIELSON

IV. OBEDIENCE.

Very necessary to school discipline is absolute obedience, in which, like honesty, children enter school variously trained. Children of over-indulgent parents sometimes receive their first lesson in obedience at school, and one wonders what would be the result if their education was carried on at home.

The "spoiled child" certainly is a disturbing element in a school made up of children who are accustomed to obey at home, or who have become accustomed to discipline in the kindergarten. Home co-operation should be sought, so that the habit of obedience may become fixed, but even when children come from homes where obedience is never demanded, they may learn to obey a teacher perfectly, realizing that she commands in the schoolroom.

There must be constant training in obedience if there is to be any order or any work accomplished. The teacher's word must be recognized as law, and she be as truly queen of the little community over which she presides, as if she wore a crown and carried a sceptre. It lies with her whether she shall rule firmly and yet tactfully, or whether she shall make the atmosphere of her room that of an absolute monarchy.

It may be that some teachers think any instruction unnecessary in a quality that is ingrained in schoolroom discipline. However, there are reasons why an ideal of obedience should be given the children, as well as that they should be made to obey. One is because obedience to one person will not necessarily mean obedience to all in authority, however good a first step it may be. Teachers in the first and second grades who can make a child realize the rightness or even the efficacy of obedience, will send him to the higher grades vastly better fitted to obey than one who brags of instantaneous obedience to herself, but nothing more. Further than this, if a teacher can arouse in the children a desire to be obedient, she has given them the groundwork of a teachable character, that recognizes law.

Such a teacher is not content with mere prompt obedience, until she finds it comes from a motive that will ensure its continuance, for we all know children under iron rule at home or at school who become lawless when released from restraint. So, too, a teacher who by the force of a strong personality, subdues her children's wills to her own, may secure obedience in the schoolroom, but utterly fails to do that much finer thing—implant an ideal of obedience for all time. The one, important as it is, is of immediate worth, the other of far-reaching value.

This result of looking upon obedience as desirable and lovely is obtained, it seems to me, by making it at first not too difficult, and, as far as possible, pleasant. A teacher of little children should be peculiarly careful that her commands are made with tact and in a spirit that will not arouse antagonism. This does not in the least imply that she should tolerate disobedience, or worse, demand it in one instance and not in another, as is the method of too many parents. But if she is wise and far-seeing, she will make her demands more and more difficult, finally frankly acknowledging certain things she requires as distasteful, and trying to inspire enthusiasm over doing them.

I recently read two articles—one an American mother's account of training her child to perfect obedience, the whole tone of which breathed tyranny; the other about the Russians, which asserted that they do not employ corporal punishment for fear of breaking their children's wills. The sources make these diverse views seem remarkable, but they serve as illustrations of opposing ideals.

Helps to prompt obedience are physical exercises, marching orders and games in which commands are given that may be promptly carried out.

Stories that arouse ideals of obedience are the following:—

"Raggybug." Seton: "Wild Animals I Have Known." Bryant: "How to Tell Stories to Children," page 103 (adapted). The bad result of disobedience.

"The Disobedient Ducklings." Danielson: "Story Telling Time," page 114. A tale of disobedience.

"Little Ravagot." Mace: "Home Fairy Tales," page one. Shows the calamity of never doing anything one does not wish.

"When Tony Bear was Teddy Bear." Sykes: "Tiny Hare and His Friends," page 51. Danielson: "Little Animal Stories," page 88. Showing that obedience is best.

"The Little Shepherd." Lindsay: "More Mother Stories," page 95. Showing how obedience prevented disaster.

"Why Tiny Owl Said 'Whoo!'" Sykes: "Tiny Hare and His Friends," page 33. Danielson: "Little Animal Stories," page 107. A lesson in obedience.

"Tiny Hare and the Wind Ball." Sykes: "Tiny Hare and His Friends," page 4. Dangers arising from disobedience.

"The Three Gold Fishes." La Fontaine: "Fables." Boston collection of kindergarten

stories, page 32. Disastrous results of disobedience.

"The Knights of the Silver Shield." Alden: "The Knights of the Silver Shield and Other Stories," page one. The recognition of obedience to simple duty.

Adam and Eve. The Bible: Genesis two, pages 151-3, chapter twenty-one. Punishment of disobedience.

V. INDUSTRY.

Industry is another quality, which, like obedience, is essential to school life—indeed, without it education could not be acquired. There are various ways of getting children to work. They may be driven by the lash or work may be made attractive. Even the inevitable drudgery may be done willingly, because laziness is made to appear so undesirable.

The interesting task is an aid to discipline, or, rather, it makes discipline unnecessary, as "Satan has no mischief still for idle hands to do." The teacher who can make work blessed to a child has presented to him an invaluable gift for his whole future.

Manual work assists in forming the habit of industry. Trade games, such as those played in the kindergarten, are helpful in giving children a sense of their dependence upon humble workmen for every necessity of life, and so dignify work.

Among the many stories which inspire to industry are the following:—

"The Ten Fairies." Bryant: "Stories to Tell to Children," page 103. The gift of the fingers as workers.

"The Story of the Bees and the Flies." Holbrook: "The Book of Nature Myths," page 93. Reward of industry and punishment of indolence.

"The Ant and The Grasshopper." Aesop: "Fables." Scudder: "Fables and Folk Stories," page 105. Thrift and improvidence.

"Pattie's New Dress." Lindsay: "More Mother Stories," page 61. How many work that a child may possess a common necessity.

"The Giant Energy and the Fairy Skill." Lindsay: "Mother Stories," page 111. Shows how energy is worthless without skill.

"The Little Gray Pony." Lindsay: "Mother Stories," page 39. Showing the number of workmen necessary to make a horseshoe.

"The Castle of Fortune." Bryant: "Stories to Tell Children," page 215. A story of the industrious and a lazy man.

"The Gold in the Orchard." Bryant: "Stories to Tell to Children," page 194. Only those who work may eat.

"About a Bee." Danielson: "Little Animal Stories," page 73. Learning that work is good.

"The Story of Wylie." Brown: "Rab and His Friends." Bryant: "How to Tell Stories to Children," page 182 (adapted).

"Amy Stuart." Wiltse: "Kindergarten Sto-

ries and Morning Talks," page 129. "Boston Collection of Kindergarten Stories," page 11. Bailey and Lewis: "For the Children's Hour," page 215. Learning industry from outdoor creatures.

"Wishing Wishes." Lindsay: "More Mother Stories," page 15. The penalty of indolence.

"The Stone in the Road." Bailey and Lewis: "For the Children's Hour," page 102. The reward of performing a hard task.

"The Stone Cutter. Bailey and Lewis: "For the Children's Hour," page 96. The happiness of working for one's daily bread.

"The Sailor Man." Richards: "The Golden Windows," page 66. The reward of industry.

"The Spindle, Needle and Shuttle." Grimm: "Fairy Tales." Bailey: "For the Children's Hour," page 325 (adapted). Reward of industry.

CORRESPONDENCE—STUDY COURSES

Massachusetts is the first state to make provision in a separate State department for extension instruction to men and women who have not had the opportunity to realize their ambitions for special training in their chosen fields of endeavor. The Correspondence-study Division is the first to be organized in the department, and the first bulletin is now ready for distribution.

Testimonials furnished by Extension students in Wisconsin, Pennsylvania, Iowa, Chicago, and from the well-known correspondence schools, offer abundant proof of the success of the work. Even greater benefits may be expected from the "Massachusetts System." The eyes of the country are interestedly watching this new movement.

The Massachusetts Department of University Extension, as established by the Legislature, is a university without massive buildings situated upon a campus of a few acres, and without competing athletic teams. It is an institution whose campus is the State itself, and whose purpose is to better prepare the men and women of Massachusetts for the great competition in life.

The opportunities for the Extension Department are almost limitless. One of the most interesting proposed pieces of work is the course in Civics for new Americans. There are thousands of immigrant wage earners in Massachusetts who do not have the opportunity to receive instruction in citizenship in the elementary requirements for naturalization. The recent Immigration Commission of Massachusetts pointed out this need as being urgent.

Further proposed activities for the Department include: Instruction in classes under a regular instructor; training classes for teachers for foreigners; visual instruction by lantern slides on circuits; rural welfare work and promotion of social centre activities; debating reference bureau; traveling exhibits, including public health, good roads, safety methods and devices, and homemaking, which might include heating, lighting, cooking, and decoration; short courses in highway construction, industrial management, electric wiring, etc.; and possibly municipal research, giving information regarding lighting of streets and public buildings, paving, smoke problem, heating and ventilating.

James A. Moyer, director, Department of University Extension, State House, Boston, and his corps of assistants are now ready to receive enrollments and start instruction. Civic associations, men's clubs, school offi-

cials, libraries, and other organizations are invited to co-operate in bringing this service to those who need it.

The Bulletin announces sixty-six correspondence courses offered to residents in Massachusetts. The diversity of courses may best be illustrated by naming some of them: Elementary English; English Composition A; English Composition B; English for Americans of Foreign Birth; Commercial Spanish; Elementary United States History; United States History A; American Government; Civics for Americans of Foreign Birth; Elements of Economics; Sociology; Money and Banking; Practical Mathematics; Practical Mechanics; Advanced Shop Mathematics; Elementary Algebra; Elementary Geometry; Advanced Algebra; Trigonometry; Book-keeping; Commercial Correspondence; Industrial Accounting; Industrial Management; Retail Selling and Store Management; Shop Sketching; Mechanical Drawing; Architectural Drawing; Descriptive Geometry; Freehand Drawing; Practical Machine Design; Practical Steam Engineering; Gas and Oil Engines; Automobiles; Heat; Fuels; Steam Boilers; Steam Engines; Steam Turbines, Heating and Ventilating, Power Plant Economics; Testing of Power Plants; Locomotives; Refrigeration; Heating and Lighting for Janitors; Practical Electricity; Dynamo-electric Machinery; Theory of Alternating Currents; Electric Traction; Electric Transmission; Electric Wiring; Materials of Construction; Lumber and Its Uses; Concrete and Its Uses; Strength of Materials; Elements of Structures; Highway Engineering; Plumbing; Reinforced Concrete Construction; Hydraulics; Home Furnishing and Decoration; Study of Fabrics; and Dietetics. A special course, including arithmetic, English, geography, and government, has been arranged for those who are preparing to take Civil Service examinations for Federal, State, and Municipal departments.

WHEN SOME FELLOW'S DADDY KILLS SOME FELLOW'S DAD

When we get to fighting, our fathers step in
And say it is wrong, a shame and a sin,
With—"Why in the world did you ever begin
Scratching and biting?
A black eye at your age; why, goodness me,
Your face is so battered you hardly can see—
What kind of a man will you grow up to be—
Constantly fighting!"

But some fellow's daddy kills some fellow's dad,
The finest old daddy a boy ever had,
And half of the world is shouting like mad,
When men disagree.
And now they are fighting by millions they say,
Thousands of daddies are killed every day,
With no one to stop them or pull them away—
And no referee.

We know very little of war and its schemes,
We can't understand what all of it means,
But when war takes our daddies it certainly seems
That fighting should cease.

It strikes us as foolish that men think they must
Keep shooting and stabbing. Oh, why can't they just
Shake hands and have peace?

—T. M. Bray, in Boys' Life, the Boy Scouts' Magazine.

A SONG OF THE ROAD

I lift my cap to Beauty,
I lift my cap to Love;
I bow before my Duty,
And know that God's above!
My heart through shining arches
Of leaf and blossom goes;
My soul triumphant marches
Through life to life's repose.
And I through all this glory
Nor know nor fear my fate—
The great things are so simple,
The simple are so great!
—Fred G. Bowles, in "Littell's Living Age."

WOMEN IN EDUCATION

Women hold many executive educational positions in the United States, according to the Bureau of Education's directory for 1915-16, issued recently. It shows that of the 12,000 conspicuous positions, largely of an administrative character, 2,500 are held by women. These include college presidents, State and county superintendents of education, directors of industrial schools, heads of departments in colleges and universities, directors of schools for afflicted and librarians. Twenty-four out of 622 colleges and universities are presided over by women. Of the nearly 3,000 county superintendents, 508 are women. Of the seventy institutions for the blind, fifteen are directed by women. Of the seventy-five State schools for the deaf, ten are under the leadership of women; and of the twenty-two private institutions of the same character, sixteen have women superintendents. Of the thirty-one private institutions for the feeble-minded, twenty are supervised by women. Fourteen out of eighty-six directors of industrial schools are women, and forty-eight of the 200 schools of art are in charge of women. Out of 1,300 public and society libraries women supervise 1,075. Of the thirty-three bureau officials in the Bureau of Education itself, eleven are women.

LATIN IN SELMA

Dear Dr. Winship: On reading the interesting symposium in the Journal of Education of December 9, on "Latin in the Eighth Grade," it has occurred to me that some of the other readers may be interested in the Course of Study in Latin in the Selma Schools. I am prompted to write this line, especially at reading the articles by Professor Nutting and Principal Eldridge.

Before commenting further, it may be well to note that in the local schools, we have the "Seven and Five Plan," the eighth grade being the first high school.

In view of certain conditions suggested by Professor Nutting and Principal Eldridge, we have for the past several years devoted one and one-half year's work each to Beginner's Latin and Cæsar and one year's work each to Cicero and Virgil. This plan was worked out, as you can readily see, not to save time for other subjects in the high school course, but to do more thoroughly the foundation work in Latin. I have yet to meet the teacher of first year Latin, whether begun in eighth or ninth grade, who believes that Beginner's Latin can be successfully completed in one year's time.

A. F. Harman,
Superintendent.

Selma, Alabama.

Germany is not my ideal of vocational education. The German schools are the best organized in the world—in fact so over-organized are they that the individuality or personality of the student is completely lost sight of.—W. P. Doland of England, Member of Visiting Delegation.

BOOK TABLE

STUDIES INTRODUCTORY TO A THEORY OF EDUCATION. By E. T. Campagnac, University of Liverpool. Cambridge, England: University Press. New York: G. P. Putnam's Sons. Cloth. 132 pp. Price, 90 cents.

This is a volume of eight essays on Ideals for Society and for the Individual, Progress and Repose, Survey of Ideals, Achievement of the Ideal, Aim and Province of Education, Education and Schools, Freedom of the Pupil, Business of the Teacher. They are wholly unusual essays. One is sure to read them all if once he begins. A few sentences selected at random will give a suggestion of the spirit, wisdom and cleverness of the author. "It is more important to be a human being and remain that than to be a teacher." "If all that can be said of a man is that he is a teacher of a particular sort, then he is a thin abstraction and hardly deserves to be thought of." "Teaching is the calling of a human being." "The teacher starts a child on a journey that is never done." "A teacher should speak with authority, because he speaks from conviction; but he would seem to speak by authority. He who speaks by authority speaks at second hand. He who speaks with authority speaks at first hand."

COMPARATIVE FREE GOVERNMENT. By Jesse Macy and John W. Gannaway (Grinnell College). New York: The Macmillan Company. Cloth. 772 pp. Price, \$2.25.

This is an exhaustive treatise on the science of government, adapted for use as a textbook in college courses in the subject or as a book of reference and study for the general reader, who is interested in political science. It aims to discuss in a matter-of-fact way those features of our own and of other government which make them distinctive or which lend to them their dominant character without neglecting any important detail of their organic construction.

The book is divided into three parts, preceded by an introductory essay on the "Nature of Free Government." Part 1 treats the government of the United States, taking up about half the book. There are twenty-nine chapters in this division, and the topics discussed include The States and the Nation, Sources of the Constitution, The Presidency (Election of the President, Powers, Cabinet, etc.), Congress (The Senate, The House of Representatives, Composition, Organization, Committees, Procedure), The Party System (National Conventions, Party Machinery and Methods—National, State and Local), The Federal Courts (Constitutional Status and Development, Present Organization, Jurisdiction, The Courts and Legislation), Constitutional Readjustment by Amendment or through Law, Custom and Judicial Construction, and The States (Constitutional Position and Powers, Suffrage and Citizenship, Police Power and Control over Local Governments, Legislation, Administration and Judiciary). This part of the book is the most important and contains a mass of well digested and logically arranged fact and theory.

Part 2 discusses the governments of England, France, Germany and Switzerland, with emphasis on the English system. A summary of some of the chapter headings follows:—

England: The Cabinet System, Nature and Sources of the English Constitution, Rise of the Cabinet and its Relation to the Executive and the Judiciary, The House of Commons, The House of Lords, The Ministry, The Crown, Parties, their Origin and Organization, Religion and the Church, Wales, Scotland and Ireland and the Self-Governing Dominions; France: Origin and Nature of the Constitution, The Executive, The Legislature and Political Parties, The Roman Legal System and Modern Government; Germany: Origin of the Empire, Present Constitution and Government; Switzerland: Origin of the Government, Its Frame, Its Working, Switzerland Compared with the United States and England.

Part 3 (Democracy in Other States) contains chapters on The Small States of Europe, South America and Free Government, Cabinet and Unitary Government in Chile, Federal and Presidential Government in Argentina, Federation and Democracy.

The appendix contains a booklist of references (in addition to the references which follow each chapter), a list of cases in American constitutional law, and an index.

Throughout the work, the first word of the title is not lost sight of, frequent comparison being made with material previously studied. The book is thorough and up-to-date, monumental without being ponderous. It contains some very interesting reading for anyone not afflicted with a hopelessly impractical mind, and for the specialist it affords a new and fresh outlook and a well-constructed basis for further studies.

GERSTÄCKER'S DER WILDDIEB. Edited, with introduction, notes, exercises and vocabulary, by Walter R. Myers, Ph. D., Assistant Professor of German, University of Minnesota. Boston: D. C. Heath & Company. Cloth. 192 pp. Price, 40 cents.

"The Poacher" is a story of village life in central Germany, about the middle of the last century. The author, Friedrich Gerstäcker, a widely-traveled writer of descriptive works and of shorter "novellen" and "erzählungen" is perhaps best known to American teachers through his "Germelshausen," a standby in German classes in American schools for several academic generations. The text proper covers 100 pages and the editor has provided in addition to the usual introduction, notes and vocabulary, a series of noteworthy exercises based on the text. These are of two kinds: (1) English exercises to be rendered into German, giving practice in the use of idioms occurring in the text as well as systematically illustrating the main points of German grammar and syntax, and (2) German exercises (fragen) intended as an aid in preparing the text for recitation, as material for conversational drill, and as a basis for written composition. The book is suitable for use in the second or third year of high school, or for the second year of college reading.

LIPPINCOTT'S PRACTICAL PRIMARY ARITHMETIC, FIRST BOOK AND SECOND BOOK. By T. C. Bruff, C. H. Hayden, L. E. Watkins, all of Baltimore. Philadelphia: J. B. Lippincott Company. Cloth. Illustrated.

Book One is for the first and second grades and Book Two is for third and fourth grades. They are an elaborate development of the ideas of number and practical applications. The beginning is as simple as it can be, the development is gradual and the applications such as most children will appreciate. The scheme and the working out are such as teachers will find easy of adoption.

THE THREE THINGS. By Mary Raymond Shipman Andrews, author of "The Perfect Tribute." "The greatest story the war has produced." Boston: Little, Brown & Co. Cloth. Price, 50 cents.

No one can adequately notice either "The Three Things" or "The Perfect Tribute." All that can be said is that the publishers have done their part in putting in appropriate form, type, and binding "The Three Things, The Forge in Which the Soul of Man Was Tested." "The Perfect Tribute" is probably as much beloved as any book that has been written in recent times and the ten years have not lessened the popular interest in it. "The Three Things" has had five editions or printings in less than a year.

LANGUAGE AND COMPOSITION BY GRADES. By J. M. Hammond. Chicago: Beckley-Cardy Company. Cloth.

While this is announced as a handbook for teachers we see no reason why it would not be equally valuable as a classbook for children's use. Indeed, we fail to see how the teachers can get the highest results without the children have the book. True, it is almost a Thesaurus of methods, devices, exercises, and schemes for enticing children to be interested in language work and to gain skill in effective oral and written English.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

FEBRUARY.

- 10-12: Southern Minnesota Teachers' Association, Mankato. D. S. Brainard, Redwood Falls, president.
- 11-12: Southern Wisconsin Teachers Association, Madison. E. G. Doudna, Richland Center, president.
- 18-19: North Central Council of State Normal School Presidents, Auditorium Hotel, Chicago. Frank A. Weld, Moorhead, Minn., president; W. P. Morgan, Macomb, Ill., secretary-treasurer.
- 22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.
- 28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

- 4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.
- 10-11: New Jersey Council of Education, Newark.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 30: Florida County Superintendents' meeting, Live Oak. W. N. Sheats, Tallahassee, state superintendent.

APRIL.

- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.
- 20-22: Eastern Arts and Manual Training Teachers' Association, Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

MAY.

- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BLACKSTONE. Supervisor Randall L. Taylor of Watertown has been elected superintendent of the Blackstone and Seekonk schools, to succeed Albert G. Eldridge.

MAINE.

FARMINGTON. At the Farm-

ington Normal School the work of providing new quarters for the department of Household Arts has progressed so far that the classes are now using the new laboratories.

A cottage house of adequate size near the school and the dormitory was purchased last year and extensive changes made so that it is admirably adapted to this important branch of the work at Farmington.

Two laboratory kitchens, well-lighted and well-equipped, are a part of the outfit, also a large sewing room, a smaller sewing room, library, office, reception room, a model sleeping room, and a house-keeping unit of kitchen, dining room and bath are all either fully equipped or well advanced toward completion.

Twenty-nine students are taking the special courses in Household Arts and all the first year students take cooking and sewing. These subjects are elective for the second year of the regular course.

VERMONT.

BENNINGTON. The new \$90,000 high school building was seriously damaged by fire January 16. The cause is unknown, although it is supposed that wires became crossed.

On January 18, through the efforts of Superintendent A. W. Varney and Principal F. D. Mabrey, the high school resumed its session in its former quarters.

The roof of the building was partially burned off, but most of the damage, however, was due to water. The loss is estimated at \$30,000, which is amply covered by insurance.

RHODE ISLAND.

PROVIDENCE. Statistics drawn from the current Catalog of Brown University show that forty-one per cent. of the 256 men in the record-breaking freshman class come from Rhode Island, as against forty-nine per cent. in 1914-15. Massachusetts contributes twenty-three per cent. and the six New England States seventy-three per cent. as against eighty per cent. a year ago. Five other states, New York, New Jersey, Pennsylvania, Ohio and Illinois, contribute twenty per cent., a five per cent. increase.

The composition of the undergraduate men's college as a whole remains preponderantly of local students. Fifty-four per cent. of the student body live within twenty-five miles of the University, and only thirty-four per cent. more than fifty miles away. The Women's College is even more distinctly a local institution, drawing seventy-eight per cent. of its students from within the twenty-five-mile radius. Of the 150 students in the Graduate Department exactly two-thirds are Rhode Islanders, and twenty-nine different colleges are represented among the

fifty-five who did not graduate from Brown.

MIDDLE ATLANTIC STATES.

NEW YORK.

ALBANY. The registration of students at New York State College for Teachers shown by the new catalog just issued shows an increase of 201 students over the college year 1914-1915, an increase of thirty per cent. The catalog carries 1,063 names, 871 students in regular course, and 192 students in extension courses. The faculty numbers sixteen professors, four assistant professors, twenty-nine instructors, and six assistants.

The extension courses, a new departure at the State College for Teachers, are given for the benefit of teachers in service. Any city where twenty or more teachers unite upon a course of instruction can secure the services of a member of the State College faculty. At present the following extra-mural courses are offered. In Troy, courses are given in English, Latin, education, in Schenectady courses are given in English and sociology. In the two cities a total of 103 teachers are enrolled. These extension courses are given under the following rules: Any teacher may enroll. Those teachers who can satisfy the regular college entrance requirements may apply the credit earned towards the college degree. Each course has assigned to it two credits so that the completion of thirty-two courses will earn graduation. A fee of \$6 for each credit is charged, and no courses are given to less than twenty teachers.

The college faculty was placed upon a firm basis by the action of the Board of Trustees. On recommendation of President Brubacher, full professorships were established in Latin, English, mathematics, physics, chemistry, biology, history, political science, economics, philosophy, education, secondary education, industrial education, business administration, French and German. Assistant professorships were established as follows: Two in industrial education and one in English. Instructors are the next grade and assistants the lowest grade. Salaries were established as follows: Full professors have a minimum salary of \$2,500, and may go to \$3,500; assistant professors have a minimum of \$1,800, and may go to \$2,400; instructors have a minimum of \$1,000 and may go to \$1,700; assistants' salaries depend upon the amount of work assigned. For full time service the salaries are from \$800 to \$1,000.

CENTRAL STATES.

INDIANA.

BRAZIL. Assistant State Superintendent John I. Hoffman is being



"But you may need me—
you may be sick—"

"Yes, but you know
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No teacher who is a T. C. U. need worry over what may happen to her should she become sick, or meet with a serious accident. It is the business of the Teachers Casualty Underwriters to take care of her.

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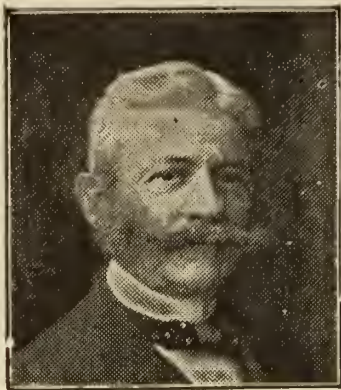
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ILLINOIS.

EVANSTON. This city is exceptionally fortunate in its school physician, Miss Mary Baird, M.D., who taught school, is a specialist in child study and devotes all of her time skilfully, both medically and pedagogically, to the schools.

WAUKEGAN. Describing the innovations and advances in the school system here, Superintendent W. C. Knoelk says: "The most noteworthy change within the last year, from the standpoint of the executive, is the combining of the superintendency of the city schools and the principalship of the township high school in one person. Many reasons can be adduced to show that the idea is a good one. Milwaukee, many times larger, Rockford, with its excellent schools, Elgin, Aurora and many other cities, employ only one school "manager." All school business is on a systematic basis. The requisition and voucher system adopted recently has accomplished everything that was promised for it. The work at the business end of school administration has been reduced to a minimum with an efficiency equal to that encountered in the best offices in the industrial world.

Another noted advance was made when the evening school was opened. With our large foreign population and our proximity to one of the largest centres of economic exchange in the world, local conditions made it imperative that night schools be established. With a school of but moderate size in view the promoters of the plan were amazed at the response of the public. The total enrollment reached the extraordinary number of 357 and the percentage of attendance to date is eighty-four per cent., both facts conclusively proving that an actual want for such a school has existed. In this, too, social centre work has been given a tremendous impetus. It may not be many years hence when our young people may work in our factories, attending regular continuation schools

part of the day and meeting for wholesome pastime and sane recreation at the schoolhouses in the evening. When it is remembered that the number of hours the schools are being used may be increased threefold at an additional cost of only ten per cent., the folly of delaying this time is apparent.

IOWA.

Iowa claims to have the largest percentage of teachers of any state in the Union; one to every ninety of the population and one to every twenty pupils.

KENTUCKY.

LEXINGTON. This city continues its leadership by building a fine junior high school building. Incidentally there are two other large school buildings a-building.

NEBRASKA.

LINCOLN. This week, from the 26th to the 28th, a "forward movement conference" is being conducted here by the State Department of Public Instruction.

This conference is to plan a campaign of promotion for the schools of Nebraska and to devise ways and means of placing them at the head of the column. When superintendents return to their homes they will carry with them a tangible program of action for 1916 which will take into consideration the educational needs of the state in all sections.

Here are some of the problems considered:—

Common Defects of the Common Schools and How to Remedy Them. Discussion by Superintendents N. A. Housel, Dorothea Kolls, D. H. Weber, T. J. Trauernicht, Carrie Munkres, Eva Moreland, Edith Adamson, Lorna L. White, John Stoddard, F. W. Montgomery.

Standardization of Rural Schools. When the Nebraska rural school standards were established it was not expected that many schools would be able to score one hundred per cent. These standards were estab-

lished as a tangible ideal or goal for future effort. The work now being done in a large number of the counties of the state to bring their schools up to these standards foretells results.

The Rural High School. The discussion will cover the organization of rural high schools, the two-teacher district school, the over-head high school, the consolidated school, course of study, equipment, qualification and certification of teachers and approval.

The County Institute—Abuses and Opportunities—What It Should Mean to the Schools of the County.

The Compulsory Education—Its Shortcomings—How to Make It Effective. Last year the attendance based upon enrollment and covering all of the schools of the state, rural, town and city, was but 72.9-10 per cent.

Training Teachers in Service. The Field Coach for Teachers. How to Improve Our System of Rural Supervision. Conserving the Interests of the Taxpayer. Report of Progress for 1915.

THE PROGRAM FOR 1916

By State Supt. A. O. Thomas

(1) At least one hundred and sixty days' schooling for all of the youth of the state.

(2) The co-operation of all educational forces for the advancement of Nebraska schools.

(3) Capacity groups for instruction.

Government Positions For Teachers

All teachers both men and women should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. G 221, Rochester, N. Y., for schedule showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Schools and Colleges

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tion and a division of labor for teachers.

(4) The placing of supervision on a proper basis.

(5) The realization of Nebraska educational standards by the schools of the state.

(6) In the making of new districts the use of the half-section instead of the section line; the portable school-house and the mother-teacher in the sparsely settled sections.

(7) Training in service and the "teacher coach."

(8) Back to the essentials of an English education; as good educational opportunities for the children of the country places as the towns and cities afford.

(9) The medium sized co-operative district.

(10) A high school within reach of every child.

SOUTH DAKOTA.

ABERDEEN. The board of regents of education inspected the new east wing of the Central Building of the Northern Normal and Industrial School, and approved and accepted it from the contractor. With this addition the school is well prepared to accommodate the large increase in enrollment. The Northern Normal boasts an enrollment of 700 students in the upper departments of the school.

On February 15 the east wing of the Central Building will be thrown open to the public, and a house-warming or re-dedication of the building will be held. Dr. George W. Nash, formerly president of the school, and now head of the State Normal at Bellingham, Wash., will be the principal speaker.

OHIO.

CINCINNATI. The Board of Education is to build an adequate administration building.

MINNESOTA.

ST. PAUL. The Minnesota Standard School Plan which has met with widespread approval here and has attracted favorable comment in other Middle Western States, is described by S. A. Challman, State Commis-

sioner of School Buildings, as follows:—

"The consolidated school is one expression of the community ideal. In so far as the school can serve the legitimate needs of the community, it should seek to provide the means whereby the community ideal may be realized. At the present time we are applying the term almost exclusively to the rural districts and attempt to embody in the school the progressive educational features which it is hoped will make rural life more desirable and efficient than it is possible to secure in the one-room rural school.

"To do this requires first of all an understanding of the problems which are to be met, and secondly the proper means for meeting the problems. The first of these conditions depends largely upon the personal ability of the school officers, teachers, and others who direct the work in these schools. The second is chiefly contingent on the building and the equipment. Without the proper means for carrying out ideals little can be accomplished, but with the means at hand many ideals may be realized and others developed.

"In order to provide for the most urgent needs within the smallest space and within the capacity of efficient teachers, this design of a consolidated school building has been worked out. It aims to provide in the most economical manner for the various functions of a small modern school. Its outward appearance gives evidence of simplicity of construction, and yet it possesses that balance of proportion and outline which suggests refinement and discrimination. Its interior arrangement is characterized by providing for all the features of school and community activities on one floor. Realizing that where but two teachers are employed and these teachers have charge of the academic, industrial, and moral training of pupils, the Department of Education has sought to provide a plan whereby the industrial work can be carried on in the closest proximity to the schoolrooms, and with the possibility of immediate supervision of the teachers at almost any time.

"This building is designed to face west and afford ample room for industrial and academic work for a

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Flourishing Girls' School in large city of Middle West. Established 25 years. Ill health of Principal only reason for selling. Address **WINSHIP TEACHERS' AGENCY, 6 Beacon St., Boston.**

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STATE NORMAL SCHOOL, Salem, Massachusetts. Coeducational Department for the pedagogical and technical training of teachers of the commercial subjects. **J. Asbury Pittman, Principal.**

school of eighty pupils. The outside dimensions are 75 feet by 62 feet, 6 inches. The floor plan provides for a corridor 11 feet, 6 inches wide, nearest the door, and 16 feet, 6 inches wide at the entrance to the school-room. A drinking fountain is placed in the corridor. Immediately upon entering the building, the library is to the right and the lunchroom, or dining-room, to the left. The library is 17 feet by 12 feet and is placed near the entrance so as to be easily accessible to the people of the community. In a school of this type, one of the older pupils or some person in the community would naturally be selected as librarian and would be in charge during certain hours each day. Books needed for reference in the schoolrooms would be in cases in the schoolrooms. The library would be available for committee meetings and small gatherings and could be opened as a reading room, where magazines, agricultural journals, and newspapers would be kept on file for the people of the community, as well as for the children in school. The lunch-room is also 17 feet by 12 feet, and while not large, will afford sufficient space for serving a warm lunch by dividing the children into two groups and serving each group at separate times. The home economics room, or kitchen, immediately adjoins, and is a room 21 feet, 9

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inches by 18 feet. This room could be used to take care of the possible few who might be crowded out of the lunch-room. The kitchen is arranged so as to have its own chimney, which makes possible the installation of a kitchen range. It is equipped with hot and cold water. The manual training room is the same size as the home economics room, and has an outside entrance of its own. The toilet-rooms are each 21 feet, 4 inches by 7 feet, 8 inches. The coat-rooms are 25 feet, 8 inches by 7 feet, each. The schoolrooms are standard size for forty pupils, each, and are 31 feet, 4 inches by 23 feet. Every room is well lighted and ventilated.

"The two schoolrooms may be combined into an assembly-room which will seat comfortably two hundred people, if movable furniture for the schoolroom is used, and this form of school desks is recommended for this school. At the extreme south end is a platform 23 feet long and 9 feet, 5 inches wide. This platform is 18 inches above the floor level of the schoolrooms and is shut off from the schoolroom by two series of hinged doors or by a rolling partition. Thus by merely combining the schoolrooms and the platform this assembly-room becomes available at any time for joint exercises by the children of both rooms, for lectures, evening entertainments, concerts, social gatherings, agricultural meetings and other activities of a similar nature.

"The basement is only partially excavated and is used only for the heating plant, engine and pump. The building is heated by means of a low pressure steam system and has a gravity system of ventilation with ample indirect radiation."

SOUTHWESTERN STATES.

COLORADO.

GREELEY. The death of Dr. Snyder is felt more and more as the days go by. The family has been tendered the home for the rest of the school year at least. Professor J. H. Hayes, who has been on the faculty from the opening of the school and the only member who had been here longer than President Snyder, is acting president, which gives great satisfaction to the family, the faculty, the students, the community and the school people of the state.

Professor Mooney, who was given

leave of absence to study at Clark University until the February vacation, has had his leave of absence extended to the end of the year.

NORTHWESTERN STATES.

OREGON.

MEDFORD. The Oregon State Teachers' Association elected the following officers at its recent meeting here: President, E. P. Carleton, assistant state superintendent, Salem; vice-president, George A. Briscoe, principal Ashland High School; executive committee, Miss V. Ortschild, Portland; Superintendent O. M. Elliott, Salem; Professor H. D. Sheldon, University of Oregon, Superintendent J. Percy Wells, Jackson County. Committee on credentials: Chairman, Professor E. D. Ressler, of Oregon Agricultural College; Superintendent J. G. Romal, Astoria; Superintendent F. B. Hamlin, Roseburg; County Superintendent C. T. Bonney, The Dalles; Mrs. M. S. Sukerson, Salem; W. T. Foster, president of Reed College; Miss Rea B. Parrott, Oregon Normal.

FOREIGN.

CANADA.

TORONTO. The Department of Education of Ontario encourages the schools of the Provincial System by making special grants to school boards and teachers, under certain specified conditions. For instance, an annual grant of \$100 is made to the teacher in art who holds a certificate as a specialist in art, obtained on a departmental examination, and an additional \$100 if he holds also a diploma from the Ontario College of Art. The school board whose art teacher has earned the special grant thus provided is required to purchase at least one hundred dollars worth of works of art, approved by the department, and toward the cost of which the Province grants \$50.

Similar subsidies are granted to promote the teaching of agriculture, horticulture, household sciences, manual training, music, physical culture. For example, an annual grant of \$120 is paid to the holder of a high school professional certificate and the degree B.Sc. (A.G.R.) for carrying on the lower- and middle-school courses, respectively, for the calendar year. Varying sums are offered as annual grants to teachers

in different stages of preparation, adding from \$25 to \$200 a year to the teacher's salary, and approximately the same sum to the school trustees.

A Cylinder

"Now," said the drawing teacher, taking a wooden cylinder and a hollow paper one in her hand. "What is the difference between these two cylinders?"

There was a long pause, then Joseph answered: "The paper one ain't stuffed."

"Look around the room and tell me what you see that looks like a cylinder."

Various objects were named; then Edith, who was only five years old, and who had been at school but a few days, drew up her skirt and stretching forth her chubby leg asked: "Isn't this a cylinder?"

The Week in Review

(Continued from page 101.)

A MORE STRINGENT BLOCKADE.

The announcement that Great Britain proposes to enforce a more stringent blockade was not unexpected. Rather curiously, the new plan goes far to meet American objections, at the same time that it puts American trade under more stringent restrictions. What is now proposed is an actual and effective blockade of the coast of Germany; and the seizure of all contraband and non-contraband goods consigned to Norway, Denmark, Holland or Sweden beyond the usual and normal consumption of those countries, on the suspicion that such goods are intended for trans-shipment to Germany. Hitherto, Great Britain has not confiscated goods consigned to neutral countries but intended for Germany, but has seized and paid for them. The American claim is that this is virtually a blockade of a neutral coast, which is contrary to international law. The British contention is that, by paying for cargoes instead of confiscating them, the British Government has been more lenient than the rules of blockade require.

THE EFFECT OF THE NEW ORDER.

The new rules will have no effect upon direct commerce between the United States and Germany, because there is no such commerce. But it will bear hardly upon commerce between the United States and the neutral countries of Holland, Sweden, Denmark and Norway. The enormous increase of shipments to those countries—far beyond anything known in normal times—leaves no room to doubt that the surplus goes to Germany, being trans-shipped in the Baltic. So as to exports from Germany: the more rigorous rules of the British Government will find a certain parallel in the vigorous efforts made by the United States during the Civil War to prevent the export of cotton from the South. To the objections which the United States may now make to the new rules Great Britain may be able to cite arguments which were then advanced by our Government to sustain the blockade of Southern ports.

Mark Twain's First School

"Mrs. Horr's school on Main street, Hannibal, was of the old-fashioned kind. There were pupils of all ages, and everything was taught up to the third reader and long division. Pupils who cared to go beyond those studies went to a Mr. Cross, on the hill, facing what is now the public square. Mrs. Horr received twenty-five cents a week for each pupil, and the rules of conduct were read daily. After the rules came the A B C class, whose recitation was a hand-to-hand struggle requiring no study-time.

"The rules of conduct that first day interested Little Sam. He wondered how nearly he could come to breaking them and escape. He experimented during the forenoon and received a warning. Another experiment would mean correction. He did not expect to be caught again; but when he least expected it, he was startled by a command to go out and bring a stick for his own punishment.

"This was rather dazing. It was sudden, and then he did not know much about choosing sticks for such a purpose. Jane Clemens had commonly used her hand. A second command was needed to start him in the right direction, and he was still dazed when he got outside. He had the forests of Missouri to select from, but choice was not easy. Everything looked too big and competent. Even the smallest switch had a wiry look. But over the way was a cooper's shop. There were shavings outside, and one had blown across just in front of him. He picked it up, and, gravely entering the room, handed it to Mrs. Horr. So far as is known, it is the first example of that humor which would one day make little Sam famous before all the world."—Albert Bigelow Paine, in the November St. Nicholas.

The February Century

Of high political importance is an article in the February Century entitled "America and Japan," by Baron Eiichi Shibusawa, the "Pierpont Morgan of Japan," the greatest financier of the Far East, who pleads for a better mutual understanding between his nation and ours, and points out the splendid opportunity the future holds out if the two nations will learn to work together. In "The World After the War," Hendrik Willem van Loon prophesies that when the millions return from their trenches they will no longer accept the world as it has been and is. He shows how serious a social revolution is bound to come everywhere, not least in the United States. Helen Nicolay, in the third instalment of her series on the romance of early American history, "Our Nation in the Building," retells the romantic story of Aaron Burr, most picturesque and most sinister of all our famous men. "Current Comment" contains an important correspondence on the subject of preparedness, in which Eric Fisher Wood justifies the position taken in his Century articles on the subject. To "In Lighter Vein," James K. Jones contributes clever "Misdirected Valentines," with pictures by Oliver Herford.

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THE WEEK IN REVIEW

THE PRESIDENT'S CAMPAIGN FOR "PREPAREDNESS."

President Wilson's address at the Railroad Business Association's banquet in New York, Thursday night, prefaced the campaign in the interest of preparedness which he embarked upon the next day, and which is to take in Pittsburgh, Cleveland, Milwaukee, Chicago, Des Moines, Topeka and Kansas City on the first circuit, with others on a second tour. The plan at first credited to Mr. Bryan of following the President on this tour, speaking wherever his former chief might speak, has been abandoned; but Mr. Bryan is to make divers addresses at various points antagonizing the President's views. Place and date do not matter much, for it is to the nation and not to local audiences that the real appeal will be made; and the two series of utterances will go far toward shaping public sentiment in one direction or the other.

STILL QUIBBLING OVER THE LUSITANIA.

Germany is still quibbling over her reply to the representations of the United States regarding the sinking of the Lusitania. The process consists in submitting tentatively this proposal and that through conversations between the German Ambassador and Secretary Lansing, and then, when the way seems just open to a settlement, withdrawing one concession or another, and suggesting something less satisfactory. So it comes to pass that one day's despatches report the matter as just on the eve of adjustment, and the next day's show the German attitude as unsatisfactory as ever. The real secret of the higgling and quibbling seems to be that Germany would like to placate the just resentment of the United States, but does not venture to run the risk of criticism at home for going too far in that direction.

A CONVENIENT SCAPEGOAT.

The Teutonic Powers are finding it convenient to make Turkey the scapegoat for the sinking of the Persia. That, at least, will be the interpretation generally placed upon the report emanating from Berlin that the Turkish Ministry of Marine is about to authorize the statement that it was a Turkish submarine which did the deed. No one has heard before of any Turkish submarine activities in the Mediterranean; but if Turkey chooses to assume the responsibility, her statement will have to be accepted. This would put an end to diplomatic exchanges on the subject. It would be of little use to send deprecatory notes to Constantinople upon the matter. A Government which has flouted every sentiment of humanity by the ruthless and unprovoked slaughter of hundreds of thousands of helpless Armenians will hardly have its conscience stirred by such a matter as the sinking of a passenger steamer.

AN EFFORT TO REGULATE WAR ON SHIPPING.

The United States has sent identical notes to the various countries at war asking them to agree upon a suggested code of principles regulating war upon shipping. The provisions

of the code are that warning must be given before a merchantman is attacked; that belligerent-owned merchant ships must obey warnings to stop; that merchantmen must not be fired on except in case of resistance or flight; that no merchantman shall be sunk except where it is impossible to supply a prize crew, until passengers and crew are placed in safety; and that merchantmen shall not be permitted to mount arms. If the fourth of these stipulations is correctly summarized, it leaves the submarines pretty free, since they never would be able to supply a prize crew. The last provision arises from the case of the Italian ship, Guiseppi Verdi, which was allowed to enter and leave the port of New York, carrying small guns for defence.

THE LATIN-AMERICAN TREATIES.

There are breakers ahead of the Latin-American treaties in the Senate. That with Hayti is likely to be ratified without much opposition, for it deals with immediately pressing conditions, arising from the recent revolution in that stormy little republic. But the treaty with Colombia is vehemently opposed because it proposes to pay Colombia \$25,000,000 for the separation of Panama, couples with it a quasi apology for the circumstances under which the separation occurred, and gives Colombian war and coastwise merchant ships the free use of the Canal. The Nicaragua treaty is attacked as establishing a quasi protectorate, and providing for the payment of \$3,000,000 for an option on the Nicaraguan canal route and for a naval base in Fonseca Bay—the last provision being especially distasteful to Salvador and Honduras, both of which own portions of the shore of Fonseca Bay. Both of these treaties have been held up in the Senate for more than two years. The President is trying to hasten action on them, but his success is doubtful.

THE BRITISH CONSCRIPTION ACT.

The final passage of the Conscription bill by the House of Commons, with only thirty-six dissenting votes, has been followed by favorable action in the House of Lords without a division. There has been marked subsidence in the public agitation against the measure. Evidently, the seriousness of the international situation has impressed itself upon the public mind; and the vote of the Labor Congress at Bristol averts the threatened resistance of the railway unions, mine workers, and other great labor organizations. The attitude of the Laborites in the Commons points the same way. The drift of sentiment may yet set strongly toward a stiffening of the conscription conditions, to do away with the exemption of married men and of Ireland. That will depend a good deal upon the course of the war during the next few months.

"SOAKING" THE VERY RICH.

That Congress will look to increases in the income tax for a large part of the additional revenue needed to carry out existing or contemplated legislation is reasonably assured. And, while it is possible that the

present limits of exemption will be lowered, so that only single persons with less than \$2,000 and married persons with less than \$3,000 income will be exempt, it is certain that the surtaxes on large incomes will be materially increased. The returns show sixty persons with a net income of \$1,000,000 or more; 114 with an income of from \$500,000 to \$1,000,000; sixty-nine with one of from \$400,000 to \$500,000; 147 with one of from \$300,000 to \$400,000; 130 with one of from \$250,000 to \$300,000; 233 with incomes ranging from \$200,000 to \$250,000; 406 with incomes of from \$150,000 to \$200,000; 1,189 with incomes of from \$100,000 to \$150,000, and so on. These are the people who must prepare to make larger contributions to the national exchequer. The Supreme Court has affirmed the constitutionality of the income tax law just in time.

The February Atlantic

"Constructive Temperance Reform" is an important contribution to the February Atlantic Monthly by John Koren, the distinguished publicist and sociological expert. In this article Mr. Koren, who in previous papers has shown the results of drink legislation in Europe and of hasty attempts at prohibition at home, shows the stupidity of our liquor taxes, and explains just what is necessary. Papers on the war are contributed by Henry J. Fletcher, Count Keyserling of Russia, Alfred Ollivant, Anna Murray Vail, Edmund K. Broadus and John Dewey, whose essay "On Understanding the Mind of Germany" gives us at last an intelligible answer to a long-standing riddle. To balance the war articles, we find entertainment and charm, as well as a deeper and wider interest, in the other essays, which are by Edward Garnett, T. W. Surette, George M. Stratton, E. Bruce Mitford, Laura Spencer Portor and Henry Osborn Taylor.

MAGAZINES

—Among the special features of the American Review of Reviews for February are: "Sea Power and the War," by Frank H. Simonds; "The Smouldering East," by T. Lothrop Stoddard; "Our Canadian American High Court," "Training Student Soldiers," "Economic Unpreparedness," "The Waste by Floods," "New Monarchy for Old in China," "China's Vast Resources," by Adachi Kinnosuke; and three articles on current Latin-American topics—"Americanizing Nicaragua," "The Pending Treaty with Colombia," and a résumé of Mexican history from Diaz to Carranza. The frontispiece of the number is a group photograph of the recent Pan-American Scientific Congress at Washington. In the editorial department, "The Progress of the World," America's international relations are discussed, together with salient aspects of current politics, the business situation, the question of preparedness, prison reform in New York State, and other important topics of the day. These subjects are also treated in the cartoon department and a series of pages is devoted to photographic reproductions of scenes in the war zone.

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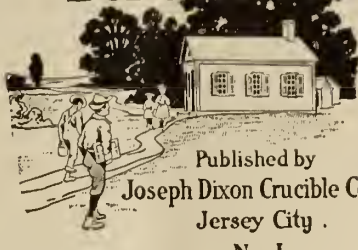
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JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

Vol. LXXXIII.—No. 5

FEBRUARY 3, 1916

A. E. WINSHIP, Editor

THE SCHOOL'S RESPONSIBILITY FOR PHYSICAL EFFICIENCY

BY W. J. BRAY

Normal School, Kirksville, Missouri

We are interesting ourselves in the conservation of natural resources—and this is worthy of our attention. The most important question confronting us today is the conservation of one of our natural resources, namely our vital resources. Professor Irving Fisher says that an individual is worth \$2,900 to society. Taking this as a basis of calculation, our 100,000,000 people have an economic value of \$290,000,000,000. This is more than a thousand times the value of our hogs, and yet we spend more money and energy every year on our hogs than we do on the conservation of our children. Our schools are devoting much time and money to the best methods of growing strong, fine cattle, and cholera-free, thorough-bred hogs, but how much time and attention are they giving to the rearing of strong, healthy boys and girls? Of the 1,500,000 deaths occurring annually in the United States, 600,000 are preventable, entailing an economic loss of \$1,070,000,000. Has the school any responsibility in this connection? We are forced to face this question now, as never before.

We have delighted in the old proverb: "A Sound Mind in a Sound Body," for so many years, and yet, in our school activities, we have left the "sound body" part of the program largely out of consideration. If one were to judge by our actions he would come to the conclusion that the only thing in which the school—and by this I mean the average school—has any direct interest is the development of a strong mind. What does it profit a man if, under the careful guidance of the teacher, he should gain the whole world of knowledge, if it is only to find that misplaced emphasis in school causes him to lose his life prematurely. The thing of fundamental importance is to secure for the child a healthy body. If, in addition to this, we can also aid him in developing a strong mentality, we shall have fulfilled our obligation to society. Anything short of this on our part is absolute neglect of duty for which our school system is grossly culpable.

The school is obliged to train for physical efficiency and social efficiency, as well as intellectual efficiency, if it is to develop that character of citizenship that should be the nation's greatest asset. What are the public schools doing to meet this demand? Are the normal schools and teachers' colleges turning out teachers who are equipped to be leaders in anything

but intellectual pursuits? Are they turning out teachers who are prepared to become social leaders in school communities, and who are prepared to recognize incipient physical imperfections in children and to lead in proper physical development, thus saving the boys and girls for lives of usefulness to society?

It is not expected that the teacher will be able to act in the capacity of school physician or as an expert in physical education. The gross ignorance of the average teacher, of those things which constitute the health index of children, however, is one of the greatest impediments to educational progress. It will be a long time before we can reasonably expect the average parent to be able to recognize the beginnings of those physical defects in children which, in so many cases, rob society of a part, if not all, of the usefulness of its future citizens. By the time the case comes to the attention of the family physician the time for preventive measures has passed, and that faithful servant must then do his utmost to assuage the severity of Nature's punishment for the violation of her laws. The physician can, and will, aid in preventive measures. Parents will do all they know how to do to safeguard their children, but it is to the teacher that we must look not only for the early recognition of Nature's warnings of physical danger, but also for the spreading of the gospel of sanitation. What of the educational system that permits the teacher to be ignorant of personal, school and community hygiene? Whose business is it to conserve the vital resources of the children of the United States?

Knowledge without health profits us nothing. "Non scholae, sed vitae" in its present day interpretation means that success in life depends as much upon the integrity of the energy-getting and energy-using processes of the body as upon the accumulation of knowledge. Strong muscles, a strong heart and a sound digestive system are fundamentally important in the growing life, and the school could have no more important duty than to aid in their development. "To fill a child's blood with four and a half million red corpuscles per cubic millimeter, with all of their oxygen-carrying hemoglobin, falls just as much within the legitimate field of education as the three R's."

Many teachers, as well as others, make the mistake of attempting to measure children by

adult standards. Child hygiene and child physiology are quite different from adult hygiene and adult physiology. The child is different from the adult in every fibre, blood corpuscle, and bone cell, and in the relative proportion of his parts. His powers of resisting disease are not so great as the adult's. His powers of recuperation are different. His food requirements are different from those of the adult. His blood does not yield up its oxygen to the tissues so readily as is the case in the adult. The aorta increases in diameter only about three times during growth, while the heart increases in diameter about twelve times. This means that the heart of the child must beat much faster than the adult's in order to maintain normal blood pressure. For this reason strenuous games and exercises should not be encouraged in children for fear of permanent injury to the heart. The lymphatic system of the child has a much more important part to play in nutrition than is the case in the adult. This means that the sedentary habits of the school life are all the more dangerous to the child, since lymph flow is largely determined by muscular exercise and deep breathing. Since the lymphatic system is more active during childhood we find that there is much greater tendency to hypertrophy of the lymphatic system (adenoids and enlarged tonsils), as well as greater tendency to diseases of the lymphatic glands in children. The digestive system of the child is quite different from that of the adult in many respects. There is no ptyalin in the saliva of the infant, and the secretion of this enzyme is but slowly developed. The gastric juice of the child has much less power to disintegrate the cell walls of food, and thus liberate protein. A child of six has relatively sixty per cent. more body surface than an adult and hence both food and clothing must be regulated accordingly. All of these things are vitally related to physical efficiency, but how few teachers take them into account?

When a child reaches a certain chronological age we place him in school regardless of his physiological age, and the former standard is over-emphasized throughout his school course. We need to pay closer attention to the individual child as to his physiological development, if we are to avoid serious injustice and injury to many children. Some children are as old at six as others are at ten years of age.

Malnutrition is one of the most prevalent defects in children and is a most fruitful predisposing factor in tuberculosis, nervous disorders and many other diseases, as well as being responsible for many dullards in our schools. Dr. Warner found from the examination of 100,000 London school children that twenty-eight per cent. of the dull pupils were ill-nourished and that about the same per cent. of the ill-nourished were dull. Macmillan and Bodine found that, out of 2,100 retarded children, 54.6 per cent. were ill-nourished. Hunter and Spargo estimate that there are probably about 2,000,000 school children in the United States who

are suffering from malnutrition. Of the 5,043 ill-nourished children whom Harrington found in Boston, thirty-three per cent. had had an "unsatisfactory" breakfast, while seventy per cent. of the poorly fed came from homes that are to be classed as well-to-do. Dr. Hoag found that, out of 3,000 school children in Minnesota towns, sixty-five per cent. had breakfast with no protein, eighty-five per cent. with no fruit, and sixty per cent. with neither fruit nor protein. These data are typical of conditions in general. The children do not know the dangers of malnutrition. Neither do they realize that they are ill-nourished, nor do their parents recognize the defect. The physician, unless there be a school physician, seldom gets the case until some profound bodily disturbance has arisen that actually threatens the child's life. To whom, then, but the teacher can we look to recognize malnutrition in time to save the child?

Terman says: "The assimilation of food depends not only on the food itself and the soundness of the digestive system, but fully as much upon the influence exerted on metabolism by bodily activity. The tissues can starve for oxygen in the out-of-doors if the bodily functions are not stimulated by exercise. In like manner, the child who hugs his books for six or more hours per day may suffer malnutrition in the midst of abundance. There is no way for the school to atone for the evil it does when, for a dozen years, it assiduously cultivates the pernicious habits of sedentary living."

This is a strong indictment against the school, but the pity of it is that it is absolutely true. Who is responsible for it? A child has just as good a right to be fed at the public expense as he has to get free education, free textbooks, free pencils and free playgrounds. This is not socialism. "No arguments, moral or economic, can defeat the claims of a hungry child." "After bread, education" is the unanswerable slogan of the Fabian Society. The same state which protects its children against unmerciful punishment has a perfect right to save them from slow starvation, with all its attendant train of diseases. It is not likely that we shall ever be able to solve the question of malnutrition successfully until the school has taken up the task of serving proper lunches to the children, and of educating the parents, directly and indirectly, in matters pertaining to the child's diet.

The fate of those of tuberculous tendencies is usually sealed by the time the child is fifteen years old. Much unused lung capacity, the sedentary habits cultivated by the school, malnutrition and other defects which the school makes no effort to correct, have done their work and the child is a consumptive even though the disease may not manifest itself until years afterward. In many cases, in fact, the vitality of the individual is sufficient to enable Nature to effect a form of cure. To depend upon this is dangerous. About 160,000 people die of this disease in the United States every year. It is considered doubtful if more than this number were actually killed in battle on both

sides during the Civil War. Unlike some other diseases, tuberculosis usually strikes down its victims during the earlier years of life or in their prime. Our annual loss from this source alone exceeds twice the amount which we spend for public education in the United States in one year. We cannot hope to win the fight against this disease in this generation. All of the forces of society, including the schools, bending all their energies to the salvation of the children, may be able to win in the next generation.

The following table of data from Kirchner, showing the average annual loss of life from tuberculosis per 100,000 living in Prussia for the various ages, is peculiarly significant:—

Ages in years	Average for females	
	1876-1880	1899-1903
0—1	18.3	16.5
1—5	13.0	12.0
5—10	3.2	3.8
10—15	3.6	3.7
15—20	8.7	7.1
0—20	46.8	43.1
20—25	13.5	10.8
25—30	19.2	12.3
30—40	22.1	12.0
40—50	19.0	10.0
50—60	16.5	10.2
60—70	21.5	11.4
20—70	11.8	66.7

The figures for males would be practically the same as the ones shown for females. These data show a decrease of about fifty per cent. among adults in the number of deaths from tuberculosis, while, for those under twenty years of age, no appreciable decrease in the death rate is noted. The same results were obtained from a similar study in Scotland and the conclusion is made "that the school plays an astounding part in increasing the liability to tuberculosis."

Kirchner shows, by the following data, giving percentages of deaths for various ages from the various children's diseases, that tuberculosis is a children's disease of more importance than any other disease:—

Cause of death	Years							
	0-1	1-2	2-3	3-5	5-10	10-15	1-15	Avg.
Whooping cough	3.8	7.7	5.85	3.84	1.46	.18	3.81	
Measles	1.45	8.32	7.62	5.49	2.87	.53	4.38	
Diphtheria	.62	4.44	9.5	14.51	12.92	4.29	7.71	
Scarlet fever	.32	6.41	7.98	11.65	13.37	6.34	7.68	
Tuberculosis	1.33	4.32	7.18	8.73	12.4	30.03	10.65	

Using von Pirquet's tuberculin test, Hamburger secured a positive reaction in about nine per cent. of children at two years, fifty per cent. at six years of age, and ninety-five per cent. at twelve years of age. On the basis of such data, fully corroborated by the observations of others, we are justified in concluding with Hamburger that "just as every one goes through with measles, a disease which is acquired during childhood, so we can say that almost every one acquires tuberculosis some time, and mostly during childhood." With these facts in mind it becomes all the more imperative that the school should strive to cultivate the development of a strong body capable of resisting disease, as well

as to teach the best known prophylactic measures.

This disease, as has been intimated, more frequently takes the form of tuberculosis of the lymphatic glands in children, though it may be pulmonary, hip joint, spinal, skin, intestinal, or bone tuberculosis. The only means of preventing this disease is a vigorous campaign, intelligently waged, centring around infancy and childhood. Is it right for the school to make no organized effort along this line? Is it right for the teacher to sit by in blissful ignorance while her charges are being swept away by the thousands by preventable disease?

For several years the schools have been giving some attention to the influence of alcohol on the human body and as a factor in our social and economic life. This instruction has borne good fruit. There is need, however, for renewed activity on our part, along this line. Dr. Crothers says: "Statistics show that, both in Europe and in America, over fifty per cent. of the deaths from cerebral hemorrhage, heart disease and nephritis are of those who are consumers of alcohol." More than 6,000 people died in the state of Missouri alone from these diseases last year. Our problem is obvious. Data furnished by insurance companies show that from ten to fifteen per cent. more deaths occur among non-abstainers than among abstainers. They say, furthermore, that a moderate drinker of forty should be charged at the rate of an abstainer of fifty or fifty-five. The Medico-Actuarial Mortality Investigation in New York in 1914 showed that, among those guilty of occasional alcoholic excesses, the mortality is from one and one-third to one and three-fourths times the expected at all ages, and among the steady users from one and one-third to two times the expected. In view of what we know to be the effect of alcohol on the circulatory system, the following table of data is of special interest, since so many of the deaths are due to alcohol:—

DEATHS FROM CIRCULATORY DISEASES.		
Per cent. of total deaths in the U. S.	Year	
10.5	1844-1854	
15	1855-1864	
25	1865-1874	
34	1875-1884	
40.5	1885-1894	
43.75	1895-1904	
45.75	1905-1910	

It is fact, and not sentiment, that is killing the liquor traffic. Of the 258 alcoholic persons examined by Dr. Lambert in Bellevue Hospital, New York, sixty-nine per cent. began the liquor habit before the age of twenty-one. Does this seem to indicate that the work of the school along this line has been all that it should have been?

It has been definitely proven by the experiments and observations of Dr. Forel, Dr. Stockard, Dr. Gordon, Dr. Demme and Dr. Bezzola, that even moderate drinking of alcoholic beverages so damages the germ cells that the children are almost certain to be blighted in their prospects, and as a result, if in fact these chil-

dren survive, society is forced to care for them as defectives, either physically, mentally or morally. In any case it is the business of the school to recognize the dangers that confront society because of the use of alcoholic beverages, and to impart this knowledge in such way as to make the most profound impression upon the child mind.

Dr. McKeever's experiment with the sphygmograph on tobacco fiends proved that tobacco is a heart depressant, permanently injuring the heart in every case, thus leading to many diseases of the circulatory system. He showed how feeble the pulse of the tobacco user is when he is not under the influence of this drug and how the pulse is made to bound with increased activity under the influence of nicotine, only to die down almost to a dead level again as soon as the effect of the drug has worn off. It is no wonder that the tobacco user says that he can think better when he is smoking when we know how it makes the blood fairly bound through the veins and arteries. But what of the ultimate results? The tobacco heart is one that is always predisposed to disease and decreases one's chances of recovery from any acute febrile disease. Dr. Seaver at Yale and Dr. Meylan at Columbia have proven that tobacco is almost certain to ruin scholarship. These experiments furnish us the most tangible evidence of the fact that the constantly increasing use of tobacco is undermining physical efficiency. The pity of the situation is that we are forced to see even teachers and preachers, sometimes, foolishly sucking at a cigarette, a cigar or a pipe.

From whatever cause the danger comes, and in whatever form it comes, the teacher should be prepared, not only by precept, but also by example, recognizing the danger to children, to throw the full weight of the scientific skill of the world to the protection of the children entrusted to her care. She should get a broader vision of her opportunities than to merely seek the training of the child mind, leaving his body to grow and develop as mere chance permits.

Since the physical development of children is fully as important as their mental development, there should be in every county a trained health supervisor with as many assistants as conditions may require to co-operate with the county superintendent of schools in maintaining uniformly high health standards, as well as intel-

lectual standards, in the schools. It will be found to fully compensate, as it is already doing in some states, for the added expense in the prevention of disease and the developing of stronger, healthier men and women.

In the preparation of this paper I have drawn freely from the following sources of information:—

The American Journal of Public Health, Terman's The Hygiene of the School Child, Jewette's The Next Generation, The North Carolina Health Bulletins, The Michigan Health Bulletins, The Chicago Health Bulletins, Bulletins of the United States Public Health Service, Hoag's The Health Index of Children, Rosenau's Preventive Medicine.

THE LORD'S PRAYER

BY CHARLES ALEXANDER RICHMOND

Union College, New York.

I

They were ordinary soldiers, just the common Jean and Hans,
One from the valley of the Rhine and one from fair Provence.
They were simple-hearted fellows—every night each said his prayer:
The one prayed Vater Unser and the other Notre Père.

II

Then they met beyond the trenches and they ran each other through—
Just the ordinary kind of work the soldier has to do.
As they lay there close together, on the still October air
Hans was gasping "Vater Unser" and Jean whispered "Notre Père."

III

So they went to find the Father. He will understand, thought Hans,
For he knows and loves the Rhineland. But Jean thought of fair Provence.
And St. Michael came to meet them, and he smiled to see them stare.
When he told them Vater Unser was the same as Notre Père.

IV

So these two went together and stood before the throne,
And prayed to God to make good speed and send St. Michael down.
"Mais oui," said Jean "je crois qu'on n'aura plus de cette guerre
Quand on saura que Vater Unser est le même que Notre Père."

—The Outlook.

There is a popular superstition to the effect that the great financiers can be found in Wall Street and that they gather there every morning; but they don't. They gather in the schoolhouses of the land every morning and as they teach the children of the nation twice as much as they ever remember, they figure out new ways of dividing forty-five dollars into a month's board, a new dress, a trip to the county seat, a pair of shoes, two entertainment tickets, an insurance assessment and a deposit in the savings bank.—Vest Pocket Essays by George Fitch, Copyright by George Matthew Adams, in Boston Herald.

EDUCATORS AS I HAVE KNOWN THEM—(XVII.)

BY A. E. WINSHIP, EDITOR

THE INDIANA GROUP—II

Two men stand out preëminent among my Indiana friendships. The first of these was Arnold Tompkins, one of God's noblemen. No educational leader ever had a more striking personality, or, to me, one more fascinating. To my thinking, no man was more artistic, more original, more brilliant in thought and phrasing on the platform than was Arnold Tompkins. No educational speaker was quite so universally charming to me as was he. In twenty years I heard no man oftener. I never missed an opportunity to hear him, and I never heard him without intense admiration and profit. He was always in demand and could go back to any audience every year. His books are the classics in their class. Their sale was vast and their influence beyond expression. I knew him but slightly until he left the normal school at Terre Haute. While at the State University of Illinois I was with him often, but our comradeship was keenest while he was principal of the Cook County Normal School.

Personally the most interesting of all the Indiana group is Lewis H. Jones, one of the ablest leaders in education for thirty years. When I see him enjoying all the luxuries of retirement, than whom no one of my acquaintances has more joy in living, my thought always flashes back over the story of his early life. He has been eminently successful as Superintendent of Indianapolis and Cleveland and as president of Ypsilanti Normal College, and few men now living have written school books with equal success.

As a child the whole world was against him. At eleven both father and mother died, leaving nothing with which he could be cared for—not a relative in the world to care for him. His memory of childhood is of farm work, with opportunity to go to the little log schoolhouse. The first word of cheer that came to him was at about fifteen, when a farmer, who kept good stock, said to him that he could not depend upon his own boys to be responsible for the care of the stock, that he thought he could depend upon him and that if he would come and live with him and look after the stock so that there need be no anxiety for it, he would pay him \$4.00 a month more than was paid any boy in those parts. That was the first ray of hope in the boy's life. He was worth more than any other boy thereabouts, was more dependable than the rich man's sons. Oh, but the anxiety! Night after night he would get up when the whole family slept and go out and look at the cattle to see if they were all right.

At seventeen he taught a winter school near

by and cared for the stock night and morning. At eighteen he taught another winter school and still cared for the stock. At nineteen he went away to school for three months and the same at twenty and twenty-one. Not until he was twenty-two did he go to school for nine months and work on the farm only three months. At twenty-three he really went to school. He had always saved his earnings and went to the Oswego Normal School for four years, where after the first year he taught and paid his way and more, so that at twenty-eight he spent a year at Harvard as a special student with Agassiz. Then he went back to the great state normal school of his native state as Professor of Natural Science and English for four years.

At thirty-four he went to the leading city of the state in the high school; then as principal of the City Normal School for five years, assistant superintendent for three years and as superintendent for ten years. During these years the city was very generally regarded as second to no city in the Union in the progressiveness of its schools, and on the strength of their reputation he was selected in 1894 as superintendent of Cleveland, that announced its purpose to get the ablest superintendent in America, regardless of cost. For eight years he maintained their ideal and then was elected, in 1902, as president of one of the great normal colleges of the world at a salary of \$6,000 and he justified all claims made for him in the development of a professional institution of superior power. There has been no nobler idea of professional scholarship and training than he has unfolded and demonstrated.

'Way back in his first superintendency, more than twenty-five years ago, he set himself to work to make a series of school books along lines wholly distinct, and for fifteen years he evolved his idea and ideal until he saw the culmination of all the years walk forth to a profitable career and himself to enjoy for the remainder of life a reputation second to none in public school labor.

At eleven years of age, a poor orphan boy working for his keep for any farmer who would take him. At fifteen, worth \$4.00 a month more than any other boy because he was dependable. At seventeen, teaching a three-months' winter term. At twenty-three, for the first time going away for a year's schooling, never once failing to be at the head of any phase of the profession to which he gave himself, enjoying for later life abundant fortune and unsurpassed professional honor.

[To be continued.]

MISQUOTED QUOTATIONS

BY ADELBERT F. CALDWELL

Greencastle, Indiana

When Alexander Pope, the "interrogation point of English literature," declared in the "Essay on Criticism," that "a little learning"—often misquoted, by the substitution of the word knowledge for "learning"—"is a dangerous thing," he meant that an imperfect understanding of a subject led, more often than otherwise, to false criticism. Is it not equally a dangerous thing, and quite as reprehensible, for a person to misquote the sayings of another!

Among the quotations we often hear, or see, misquoted, is the first line of the scroll, written by Portia's father, which was found by the Prince of Morocco, in the golden casket.

"All that glisters is not gold;
Often have you heard that told."

Rarely, if ever, is the word "glisters," as used by Shakespeare, correctly quoted, but rather is the word *glitters* given, which term, by the way, is never used by the great poet, either in his dramas or in his sonnets. This is true, also, in respect to the diction of John Milton. Both men frequently use "glisters," but never the expression "glitters."

Another quotation, based on Horace's famous line, "Dulce est desipere in loco," found in Horace Walpole's "Letters to Sir Horace Mann," is changed by the use of a single word. The couplet, as we usually see it, runs thus:—

"A little nonsense now and then
Is relished by the best of men."

The original reads:—

"A little nonsense now and then
Is relished by the wisest men."

"All the world loves a lover" is the world's way of quoting Emerson's sentiment, found in his essay on "Love," "All mankind loves a lover."

The two quotations, "As clear and as manifest as the nose in a man's face," from Burton's "Anatomy of Melancholy," and "Inscrutable, invisible as a nose on a man's face," from Shakespeare's "Two Gentlemen of Verona," have been fused into one, resulting in "As plain's the nose on a man's face."

Perhaps, owing to haste in quoting, is omitted the word *very*, in William Cowper's maxim, from "The Task." "Variety's the very spice of life" is invariably quoted, "Variety's the spice of life."

To suit our own convenience, or taste, paying little attention to Shakespeare's diction, we quote the famous lines of Lady Macbeth, spoken to her wavering husband, on her demanding King Duncan's death:—

"But screw your courage to the sticking point,
And we'll not fail."

Shakespeare regarded the better form to be:—

"But screw your courage to the sticking place,
And we'll not fail."

In Henry W. Longfellow's "Student's Tale,"

in "Tales of a Wayside Inn," is found, "All things come to him who will but wait," and in Disraeli's "Tancred" is written, "Everything comes if a man will only wait." These expressions have been amended to "All things come to him who waits."

The saying, "It beggared all description," found in Shakespeare's "Anthony and Cleopatra," is quoted today with a two-fold modification. The past tense of the verb is changed to the present, and the adjective is omitted, resulting in, "It beggars description."

On the other hand, in quoting from Isaac Watt's "Divine Songs," there is added a word—the word *he*—to the sentiment, as well as one taken from it. It is thus quoted:—

"For Satan, he finds mischief still
For idle hands to do."

The correct form being:—

"For Satan finds some mischief still
For idle hands to do."

It is seen, that while the diction is changed, the metre remains as in the original.

Benjamin Franklin said: "He has paid dear, very dear, for his whistle." When quoting, we simplify the original, giving it: "He has paid very dear for his whistle."

In the beautiful lyric scene in Shakespeare's "The Merchant of Venice," we read:—

"How far that little candle throws his beams!
So shines a good deed in a naughty world."

We seldom ever hear it quoted as in the original, but as:—

"How far that little candle throws its beams!
So shines a good in a naughty world."

In William Cowper's "Tirocinium," is found, "He that runs may read." In the quotation as used today, "that" is changed to *who*: "He who runs may read."

In a great many instances a word, seemingly unimportant, is omitted from the original, as again, for instance, in Portia's disparaging remark with reference to one of her suitors, the French lord, Monsieur Le Bon. "God made him, *and* therefore let him pass for a man." This is usually quoted with the omission of the conjunction.

The expression, "He's as poor as Job," is differently expressed in Shakespeare's Henry IV. Here it reads, "I am as poor as Job, my lord; but not so patient."

"Slow but sure," an often used proverb, has degenerated from "I may be slow, but I am precious sure," found in Charles Dickens' "Our Mutual Friend."

Shakespeare's "Who woo'd in haste and means to wed at leisure," from the "Taming of the Shrew," and Congreve's "Married in haste, we may repent at leisure," in "The Old Bachelor," blend into our shortened expression, "Married in haste, repent at leisure."

"Never put off till tomorrow what can be done today" is readily recognized as a changed form of Benjamin Franklin's maxim, from "Poor

Richard's Almanack." "Never leave that till tomorrow which you can do today."

"A penny saved is a penny earned" is the quoted form of Henry Fielding's "A penny saved is a penny got," found in "The Miser."

"Your room is better than your company" has come down to us from an old moral play, "The Marriage of Wit and Science." The original reads, "Rather your room as your company."

We declare with more assurance "Second thoughts are best," than did John Dryden, when he said, in his "Spanish Friar," "Second thoughts, *they say*, are best."

The proverb, "Butter would not melt in his mouth," is found in the original, in Jonathan Swift's "Polite Conversation," as, "She looks as if butter would not melt in her mouth."

"Discretion is the better part of valor" is a re-arranged form of "The better part of valor—is discretion," spoken by Falstaff, in Henry IV.

Shakespeare, from whom we more often quote, than from any other English poet, puts in the mouth of Polonius, "Though this be madness, yet there's method in it," which we have changed to suit ourselves to, "There's method in his madness."

"Water, water everywhere,
And not a drop to drink."

Thus we express the lines of Samuel Taylor Coleridge:—

"Water, water everywhere,
Nor any drop to drink."

The most often quoted expression in English literature is almost as often misquoted.

"What's in a name? that which we call a rose
By any other name would smell as sweet."

These lines from Shakespeare's "Boy and Girl Tragedy," "Romeo and Juliet," are marred, as follows, in the popular expression:—

"What's in a name?"

A rose by any other name would smell as sweet."

"What is worth doing is worth doing well" is from Lord Chesterfield's "Letters," wherein is found, "Whatever is worth doing at all is worth doing well."

Nathaniel Lee writes in his drama, "Alexander the Great": "When Greeks joined Greeks, then was the tug of war." "When Greek meets Greek, there is a tug of war" is the way one hears it quoted today.

If one has "just enough learning to misquote," as Lord Byron says in his "English Bards and Scotch Reviewers," ought one to quote? Says Emerson: "Next to the originator of a good sentence is the first quoter of it." But should he not have added: "If he quotes it correctly?"

THE OREGON RURAL SCHOOL EXHIBIT

BY E. F. CARLETON, SALEM, OREGON

Deputy State Superintendent and President State Teachers' Association

How the work in a rural school may be vitalized, how the course of study may be made broad enough to develop in each district an intense interest in the problems of that particular community, how social intercourse may be renewed, how children and grown folk may be taught to play, these are some of the things which Oregon showed in the exhibit of her rural school system in the Palace of Education at the P. P. I. E.

In fitting the course of study to the needs of the community, the broadening element is the plan of Boys' and Girls' Industrial Clubs. In Oregon this has been reduced to a system whereby it reaches every boy and girl living in the rural districts, and offers to them a course directed by experts in the production of that particular industry best adapted to the section in which they live. Some twelve different projects are outlined, for Oregon is such a vast territory no one industry is common to all parts of the state. Dairying in one section, gardening in another, corn in the southern and eastern counties, fruit, potatoes and poultry in other parts of the state, then especially for the girls sewing, baking, canning; these are the projects from which the various clubs may make their choice.

The vitalizing element is the fair. The chil-

dren show the product of their work in the district fair, prize winners go on to the county fair, and the successful ones in this send their work to the state fair. Here the officials have provided a building equal in size and advantage of location to the one where the adults show the results of their work for the year.

In addition to this the two girls from each county receiving the highest score are entertained by the fair board for one week in a girls' camp; a similar camp is provided for the boys.

This year 253 boys and girls representing every section of the state received prizes at the state fair. When the checks were received by them, they all wrote letters of appreciation to the president of the fair board and to the secretary.

This contest work, it should be remembered, is only for the purpose of furnishing the spark of life, and not by any means an end to be sought. Gradually the prizes are being reduced, and for the love of showing what can be done, blue and red ribbons and achievement pins are as highly prized as were at first the costly prizes offered.

The strength of the Oregon plan is in the organization. The state superintendent of schools, J. A. Churchill, employs two assistants who spend all of their time in organizing clubs,

arousing public interest, and educating people to the possibilities of this work. The close organization which Mr. Churchill has of his county superintendents and the loyalty with which they carry out his plans, induce like loyalty and co-operation on the part of the teachers toward their county superintendent. This explains how it is possible to reach every boy and girl. But this of itself would amount to but little if there were not some way to teach the pupils to do this work scientifically. Here steps in the Oregon Agricultural College. As soon as a club is organized the names are sent to the state agent of the clubs, who is a member of the college faculty. He sends to each child a set of bulletins on his particular project, prepared by experts, and so the child learns not only how to do his work in a scientific way, but he also learns what are the standards of perfection, and toward these he is continually striving.

In explaining this work at the Oregon exhibit, colored enlarged photographs from life were shown, supplemented by charts and pamphlets. In one picture was told the story of Jane Rand of Polk County, who learned in the dairy herd record-keeping contest to use the Babcock milk tester. Now she keeps the record for her father of his entire dairy herd. Another human interest story was that of Claus Charley of Jackson County, who won the state prize in 1914 in corn growing. The past year fifty boys secured seed corn from him, each carried on the corn club work and had an abundant yield, which the judges said ranked one hundred per cent. higher in quality than any shown before at the state fair.

Before it was possible, however, to introduce such work in the rural schools, there had to be an awakening of the people. This has been brought about through the standard school plan, the explanation of which forms one of the most important parts of the Oregon exhibit. It is primarily an appeal to the pride of the people to bring their school up to a higher grade of efficiency. As a result of this appeal thousands of dollars have been spent in improving school buildings, making them cheerful, wholesome, and sanitary; the playgrounds have been enlarged and properly equipped. Out of this standard school idea has developed a real community meeting, for it is left to the people of each district to decide whether they will tax themselves to bring their school up to standard. Thus each step forward is permanent, having behind it educated public opinion.

Best of all, people learn for themselves the value of having an efficient teacher, one who is especially trained for the work. Not only must she understand rural conditions well enough to handle the club work successfully, but she must be one who understands the finer things of life, so that she can bring to these children the culture which is their birthright.

How often in all parts of this country have supervisors found teachers attempting to teach English by analyzing, diagraming and tearing

to pieces some beautiful classic, making lists of the similes found in "As You Like It," searching for grammatical errors in "Marmion"; destructive work instead of constructive.

One of the requirements of a standard school is that there must be at least four beautiful pictures in the schoolroom. This has led to picture study as an adjunct to the English work, which is broadening under the direction of skillful teachers, so that boys and girls are learning to see the beautiful things in nature all around



JANE RAND
Of Polk County, Oregon, Who Keeps the Record of Her Father's Dairy Herd.

them. Only last spring I visited a rural school where the natural setting of the grounds was most charming, a background of green woods, and on one side a hillside covered with fragrant wildflowers, through which tumbled the happiest of little brooks.

The children had always called the flowers weeds, the brook a "crick," the woods just brush, having never been taught to appreciate the beauties of nature. When I came in I saw the teacher at the window with a group of children around her, and she was pointing out to them the beauty which they had never dreamed could be found in that common old hillside, and then she asked them to close their eyes for a moment holding the picture in mind, and she would tell them a fairy story. When this was finished all took their seats to write a short description of this pasture land. I took one of the papers that day from a little girl in the sixth grade, and I want you to see just a few lines of it.

"The cloud shadows are lazily chasing each other over the grassy slope, and little yellow dandelion discs of molten gold lie scattered about. There are purple foxglove and yellow sunflowers, wild pink and white daisies, and blue-eyed grass on this wind torn hillside. The little fairy folk are dancing across it, now in the purple shadows, now in the yellow sunlight. A meadow lark sings in the field below, and—oh, dear! the bell has tapped, our time is up and we must go back to our spelling lesson, and

leave the tiny wood folk to sing and dance and play, and call to each other across the gurgling streams."

No dread of "composition" class in this school. We preach that each child has the right to enjoy life, yet in our schools we so often suppress every instinct for natural expression, to such a degree that the child becomes too self-conscious to even read aloud intelligently, to say nothing of attempting to write for the



WHAT STANDARDIZATION HAS DONE

The Old Type Has Completely Disappeared; the New Buildings Are Homelike, Modern Throughout and Have Well Equipped Playgrounds.

pleasure of teacher or classmates. This teacher had learned the secret of encouraging the children to express themselves with a delightful, innocent, childish abandon, which is not only working wonders in the English class but is opening the way for a fuller appreciation of all the joy and beauty of the world in which they live.

With the purpose of showing that the work in the rural districts could be made as effective as in the city schools, this exhibit was placed in the Educational Palace, presenting the Standard School Plan, the Boys' and Girls' Industrial Clubs, and the Playground. Like other exhibits, the sole purpose was to help, and the results far exceeded our expectations. Besides the thousands of casual visitors who came to this booth, there were more than 2,000 educators from all parts of the world, who left their names asking that all literature on the Rural

School System of Oregon be sent to them. Many counties in California, the Middle West and the East have adopted the Standard School Plan. The plan of organization for our club work has been taken to the countries of South America, South Africa, China and Japan. Many of the visitors who came to study this rural school exhibit made voluntary statements of which the following from G. E. Wolfing, Superintendent of Vocational Education, Gary, Indiana, is typical. He said: "In Oregon, through your standard for rural schools, your Boys' and Girls' Industrial Clubs, and your playgrounds, you are doing a work equal to that which the Federal Government is doing for the schools in the Philippine Islands, and this work is attracting the attention of educators in all parts of the world." The county superintendents who made use of the Standard School Plan were most appreciative of the help which they received. Superintendent Harriet S. Lee of Yolo County, California, wrote saying: "I am now working to make your Standard School Plan fit Yolo County, and I wish to thank you for the many excellent pamphlets and cards I have received through the medium of your delightful representative at the P. P. I. E."

Another county superintendent, speaking to his teachers in convention, said: "I want all of you teachers to see what wonderful work Oregon is doing in her rural schools. Their Standard School Plan is just what we need in our county."

There is no reason why the child from the country school should not be cultured, refined and efficient, ready at the completion of his course to do a day's work effectively, capable also of enjoying the beauties of literature, music, art and nature. What is needed is a teacher in the rural school with a personality, one who will extend the horizon for the children under her care; one who will arouse the ambition not only of the boys and girls, but also of the school patrons of the district. Then a practical course of study must be followed, which will teach the dignity and the possibilities of scientific farming. That these things can be accomplished has been proved in many of the rural schools of Oregon, and it was this, the human interest, that caused so many to be interested in our exhibit.

It is very important that teachers should realize the importance of habit, and psychology helps us greatly at this point. We speak, it is true, of good habits and of bad habits; but, when people use the word "habit," in the majority of instances it is a bad habit which they have in mind. They talk of the smoking-habit and the swearing-habit and the drinking-habit, but not of the abstention-habit or the moderation-habit or the courage-habit. But the fact is that our virtues are habits as much as our vices. All our life, so far as it has definite form, is but a mass of habits—practical, emotional, and intellectual—systematically organized for our weal or woe, and bearing us irresistibly toward our destiny, whatever the latter may be.—William James.

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MAXWELL HONORED

Rarely has an educator received any honor at all comparable to that by which Superintendent W. H. Maxwell has been re-elected superintendent of New York City for another term of six years with leave of absence until October 15 on full pay. No man ever had the appearance of having had a case decided against him in advance quite as completely as was that against Dr. Maxwell. If a tenth part of what was said to be an "entirely sure proposition," as to the attitude of the Board, old members and new, was true, his re-election was impossible, and yet, as always, Dr. Maxwell was, single-handed, mightier than all the forces said to be arrayed against him.

Of course some of his previously avowed opponents must have rallied to his standard.

His serious illness, which was thought to be sufficient of itself to lead to his retirement, may have been a factor in his success. Whatever prejudice there may have been Dr. Maxwell has always had the respect of everybody for his frankness, masterfulness and the courage of his convictions.

Of course the Wirt incident contributed largely to the massing of thirty votes for Dr. Maxwell. We have never seen any claim that Mr. Wirt was a candidate or that he wished to be a candidate, and yet his was the only name we have ever seen suggested as an opposition candidate. With the state of the public mind created by the discussion of Mr. Wirt and his plans, his election was impossible at this time.

It is altogether probable that some men recently appointed to the Board resented the insinuation that the Mayor owned them because he appointed them.

He has always been defected six months before election and this episode is merely "history repeating itself."

No possible explanation can be offered that does not reflect added honor to Dr. Maxwell.

The honor to Dr. Maxwell is much greater

than appears upon the surface because it is proof positive that all of his hitherto chief opponents withdrew their opposition because of the public's attitude. Thirty to nine! The wonder really is that there were nine, under the circumstances. There has never been any question about the masterfulness of Dr. Maxwell's grasp of the situation, nor any surprise that in all these years a man of such a positive nature should have aroused opposition. The wonder is that in a city of such magnitude, with such intense political activities, a positive character could have won in every personal contest that has arisen.

CO-OPERATION IN VIRGINIA

The Journal of Education has made many references to the aggressive progress in Virginia, and the half has not been hinted at. Attendance upon the State Association on Thanksgiving week gave me a better opportunity than ever before to appreciate the variety of influences behind the progress.

Among these influences must be placed, far up in the list, the Co-operative Education Association under the special inspiration of Mrs. Mary Cooke Branch Munford.

We know of nothing just like it elsewhere. It is not Foundation supported, which gives it some advantages with the rank and file and prevents anything that looks like a patronizing spirit, which is so repellent to most recipients of aid or influence.

The association received \$5,500 for overhead expenses.

The 100 counties and six city local associations raised and expended in their communities \$56,746 so that the general offices inspired and directed the wise use of ten dollars for every dollar raised for general direction of the work.

But while achieving this great work it kept two expert field agents at work all the year, traveling 18,100 miles, visiting seventy-four counties, delivering 249 addresses and attending twenty-three large educational gatherings.

The general office also sent out 10,000 circular letters, furnished a regular Sunday newspaper article. It also published three important educational bulletins and distributed 58,400 copies of twelve other pamphlets, bulletins, score cards and programs.

They have organized leagues in every county, having in all 957 local leagues with a membership of 30,640. Of these 957 leagues, ninety-eight per cent. held Patrons' Day meetings, twenty-one per cent. Good Roads meetings, thirty-eight per cent. held Better Health meetings and nineteen per cent. Better Farm meetings.

All this work is in entire harmony with the work of the state department with State Superintendent R. C. Stearnes as chairman of the executive committee.

The State Association held a most successful session this year, and Mr. Stearnes' résumé of the

year's achievements was an unusual marshaling of facts. From this we shall gather at another time the leading triumphs of the year.

Nowhere can one find a warmer welcome for the new ideas that have demonstrated their efficiency than at the Richmond annual educational meeting.

TRAINING FOR RURAL SCHOOLS

The teaching in rural schools is to be improved if promotive activity can secure it. A National Conference on Rural Schools had the following committee to report thereon:—

H. W. Foght, chairman, Bureau of Education, Washington; W. K. Tate, George Peabody College for Teachers, Nashville; C. P. Cary, state superintendent, Wisconsin; A. O. Thomas, state superintendent, Nebraska; John R. Kirk, president, state normal school, Kirksville, Mo.; W. F. Feagin, state superintendent, Alabama; T. J. Coates, state supervisor, Kentucky; E. S. Wooster, normal school, Lewiston, Idaho; J. H. Kelley, normal school, Gunnison, Colorado; G. W. Wilson, state college, Ames, Iowa; S. W. Sherrill, state superintendent, Nashville, Tennessee; D. W. Hayes, state normal school, Peru, Nebraska; H. W. Odum, School of Education, Athens, Ga.; W. D. Ross, state superintendent, Kansas; J. J. Doyne, state normal school, Conway, Arkansas; Charles Evans, state normal school, Edmond, Oklahoma; C. C. Hanson, Tennessee State Board of Education, Memphis; F. L. Mahannah, state inspector, Iowa; H. L. Whitfield, Industrial Institute and College, Mississippi.

They recommend that the United States Commissioner of Education initiate a movement to devise a system of uniform teachers' certification in the several states whereby to make possible interstate reciprocity in the recognition of teachers' certificates; also, that he take similar steps with state departments of education to formulate a uniform system of report blanks for the educational statistics of the several states, whereby to enable educational authorities to ascertain the actual condition of educational affairs in the United States.

State Departments of Education and State Boards of Education are in position to render marked service to the rural schools. It is difficult to believe that they are utilizing to the full all the ways and means that might be employed, after further thought, planning and organization. These agencies are in position to render excellent service in bringing about further co-ordination and co-operation between the various agencies in the state that are concerned with the preparation and subsequent growth of rural teachers. Campaigns of a character best adapted to the rural population of the state should be carried on for the purpose of creating and directing public sentiment, and persistent efforts should be made to induce educational institutions to undertake seriously to

train teachers and leaders in rural progress. There should be laws providing for minimum requirements in professional training for rural teachers, to be gradually increased as circumstances permit. There should be one year of strictly professional training, aside from the academic, required as a minimum for all such teachers. State departments and Boards of Education should also devise ways and means of promoting the professional growth while teachers are in service. State departments and State Boards of Education should urge upon the proper authorities the necessity of lengthening tenures, and increasing salaries of rural teachers, of improving the equipment and buildings, and especially of improving courses of study for training classes and for the rural school.

Every normal school should organize a special department for the preparation of rural-school teachers, with facilities for practice teaching in one or more demonstration rural schools under the control of the normal school.

The program of studies for the preparation of rural school teachers, while not excluding subjects suited to local conditions, should include essentially the following subjects: Agriculture, home economics, manual training, pedagogy of the common school branches, rural sociology, rural economics, principles of rural education, observation, practice teaching, public school music, dramatics and drawing, and physical training including hygiene, sanitation and playground work.

The normal schools should render aid to teachers in service by maintaining study centres, correspondence courses, and other extension work.

State legislatures should make special appropriations for the summer sessions of the state normal schools.

There should be legislation to prescribe as a minimum requirement for rural school teachers the completion of a four-year high school course of study supplemented by adequate pedagogical preparation.

KINGSBURY—WIDTSOE

President J. T. Kingsbury of the State University of Utah has tendered his resignation, will have a year's leave of absence on full pay as president, will return as president emeritus and take the chair of chemistry at a full professor's salary.

President John A. Widtsøe of the State Agricultural College at Logan is elected to succeed President Kingsbury in September at a salary of \$6,000, the same as he now receives.

President Kingsbury retires after a service of fifty years as professor and president and he says frankly in his letter of resignation that he does it to remove any possible continuance of friction which might prevent the largest development of the university.

This is what everyone who knows his devo-

tion to the university and his spirit of loyalty would expect. He will always have the respect of those who know his ability and appreciate his manliness.

President Widtsoe has made a college of national reputation at Logan. As an author, as a scholar, as a specialist, as one skillful in handling problems of human nature as of nature, of boys and men as well as of crops and animals, he is one of the distinguished administrators and leaders of the country. He will come to the state university with the prestige of ripe scholarship from Harvard and of uninterrupted success in educational affairs.

Whoever thinks in large units in Utah or in the rest of America will welcome him to the larger field, and those who think in small units, who see through glasses of prejudice clouded by fanaticism, are of slight account anywhere.

THE PULSIFER DINNER

Among the active leaders in the educational publication business William E. Pulsifer, for six years at the head of D. C. Heath & Company, stands among the leaders.

H. M. Plimpton of Norwood, Mass., the head of the Plimpton Press, recently gave Mr. Pulsifer a complimentary dinner at the Algonquin Club, Boston, at which many representatives from the Norwood Press and D. C. Heath & Company were present. During the dinner telegrams were received from all parts of the United States, congratulating Mr. Pulsifer on the success of the company during the six years of his administration. A beautiful loving-cup, suitably inscribed, was presented to Mr. Pulsifer, after which speeches were made by many of the gentlemen present, congratulating both Mr. Plimpton and Mr. Pulsifer upon the reputation and character of their business and the high ideals which each of these gentlemen had maintained during their business career.

We yield to no one in our appreciation of various honors which have come to Mr. Pulsifer or in rejoicing in the success the publishing house of D. C. Heath & Company has enjoyed. We knew Mr. Pulsifer when he was in public school work in Massachusetts, when he entered the employ of Ginn & Company, and recall the details of the discussion when Mr. Heath and Charles H. Ames were considering whether to invite Mr. Pulsifer or a superintendent in Massachusetts who later went into university work and has attained great success. The choice of Mr. Pulsifer was often spoken of by Mr. Heath as one of the notable successes of his business.

Mr. Pulsifer was a neighbor of ours in Somerville when he was elected to the City Council, and all sorts of political honors were ahead of him, and it was no easy matter for him to turn away from them all.

While he has never had the opportunity to enjoy personal political life he has been a highly appreciated public speaker on prominent pa-

triotic occasions and has enjoyed unusual honors in the club life of New York and Brooklyn.

NAGGING STUDENTS

To one who has in view all the time the school affairs of the entire country it is easy to see growing tendencies, and just now the most alarming symptom is a tendency to nag high school students.

We will grant all that is said about the bump-tiousness of young men from fourteen to eighteen, and yet it must be considered that one great mission of school officials is to keep young men, and especially this class of young men, in the high school till graduation. The boys need the high school and the public needs to have the boys have a high school education.

It is also desirable that this class of young men, especially, be devoted to the high school, loyal to it and enthusiastic over it, hence we view with alarm many indications that school officials take pride in nagging high school students. In many cases we can see no excuse for it and no reason for it except the satisfaction that officials seem to have in nagging them.

ROSS FOR THIRD TERM

W. D. Ross, who has been state superintendent of Kansas for two terms, is candidate for a third term, as was his predecessor, Mr. Fairchild. There is no question as to his election. He has the school people of the state with him regardless of political party lines and he has the people very generally with him. He has achieved so much by way of legislation and has been so vigorous and skilful in putting legislation into action that his success is beyond any question.

SMITH-HUGHES BILL

The Smith-Hughes Vocational Education bill before Congress is strictly educational. It is a bill for the people, but it will never become a law unless the people insist upon its passage.

Send to Alvin E. Dodd, 140 West Forty-second Street, New York City, for a copy of the Smith-Hughes Vocational Education bill as recommended by the Commission on National Aid to Vocational Education. You should know all the provisions of this bill.

When you are familiar with the provisions of the bill write to your Senators and your Congressmen requesting attention to this bill. It is by far the best bill ever drafted. It is too good to become a law unless it be ardently championed by all well-wishers of America.

There are those who really believe that President Edmund J. James of the State University of Illinois can be nominated and elected president of the United States next November. He would make a rattling good president.

"Billy" Sunday leads all preachers of all times and climes in results.

We hope Gary will not be over-boasted as Montessori was.

GERMAN SCHOOLS AND THE WAR

BY MRS. CHARLOTTE ZELLER HIRSCH

Berlin

[We have hitherto declined all articles about the German War, directly or indirectly, but we use this with much satisfaction. Miss Charlotte Zeller (now Mrs. Gilbert Hirsch) was a student under John Dewey and Mrs. Ella Flagg Young in the School of Education, Chicago University. The article was compiled by the International Group of Women in the Lyceum Club of Berlin, many of whom are American women, and they are unanimous in sending this article. Such women certainly deserve a hearing, which we gladly give them.]

In all German institutions for training the young, the guiding principle has ever been to make capable men and women of them, citizens, to whom self-discipline, punctuality, order, and a strong sense of responsibility shall become second nature. In addition to this, they are thoroughly trained in the practical sciences, and are taught to continue independent investigation after leaving the schools, so that every child, on reaching man's estate, shall be ready and able to serve the common good with heart and hand.

The world war has in no way interrupted this plan. On the contrary, a deeper sense of unity seems to bind each German to his brothers, and to intensify his readiness to sacrifice himself for the good of all. It is the nature of this service which has changed, and the following observations concern these changes.

Aside from certain districts on the Russian frontier, the schools are going on as usual, both as regards courses and hours of study. This is equally true of the manual training schools. It is a rare exception where the school buildings, except during the holidays, are used as hospitals or barracks.

Many of the young teachers are serving in the army; in some cases their places are taken by women substitutes; more generally, however, fellow-teachers have taken up the work of their colleagues without pay, in order that the salaries of the soldier-teachers may continue to support their families. This practical work of love for their colleagues does not fail to make a strong impression on the school children; not that they needed the good example, perhaps, but that this joyfully rendered service showed them the way. The children offered themselves to the Red Cross as messengers, to the Women's National Service for the collecting of old metal, woollen blankets, etc., others are busy at the Homes for Refugees, for soldiers' children, for the People's Kitchens. They helped bring in the harvest, and are now busy preparing for the winter. One girls' school in Frankfort harvested five hundred pounds of vegetables for the needy wives of soldiers.

For all these occupations, the best prepared were the boy and girl scouts, and the Wandervögel societies. [The Wandervögel (birds of passage) are the troops of children who, with

knapsacks on their backs, make long walking tours through the country.] These children are being drilled and made hardy by their long marches and pioneer training. Stimulated by these undertakings, a spirit of brotherly love took possession of the schools. In the sewing and knitting classes, warm woollen stockings, pulse-warmers, vests, etc., were knitted for the soldiers, useful garments were made for the refugees who fled before the Cossacks, or the frenzied mobs.

The Victoria School in Frankfort sent bread and sugar which they had denied themselves at breakfast, to the troops. They gave the contents of their savings-boxes, and renounced Christmas gifts in the interests of the needy. They made thousands of packages, which they sent, accompanied by friendly letters or self-made verses, to the soldiers in the trenches. How pleased and proud they were over the letters of thanks from their teachers, or some unknown warrior! The feeling expressed in these letters was generally the same—"As long as those at home remember us so faithfully, we cannot lose courage. Sleep quietly, we will watch over our homes. We will show ourselves worthy of your faith." These touching letters are carefully laid away in pretty, self-made portfolios, as precious mementos and a stimulus to fresh kindly deeds.

The school must train for life!

Awakened by a thorough knowledge of the past, one dare not ignore the loud beating of the pulse of today, and the imperious present reflects itself in the scientific training. The small children write short themes on "The Marching off of our Gray Army," or on "A Visit to the Hospital," or on "The Importance of Railways in War," or answers to questions, "Why do we eat War Bread?" "Can Germany be Starved Out?" "Has Modern Travel brought the Nations Nearer to Each Other?" Many classical quotations, moreover, become intensely actual, and are for the first time understood by the children.

The vivid impressions of the present are reflected in their drawings, when they sketch from memory a gray trooper, a cannon, or an aeroplane. Even the kindergarten children boldly undertake large compositions, troops moving off in trains hung with garlands of flowers, a submarine in fight with Dreadnaughts. These compositions are often large colored drawings, sometimes awkward, but always giving faithful impressions, and are sometimes very dramatic. Many such drawings are to be seen in an exhibition "School and War," which is now taking place; also admirable little models of ships, bridges, plans, maps, fortifications, etc. The purpose of the exhibition is to show

teachers the way toward developing and guiding this spirit of service and patriotism. A state which prepares for the future must devote its best energies to the schools, since "the future belongs to the young."

Emphasis must be laid on the fact that, in spite of the war-like nature of this spirit, all Jingoism is carefully kept out of the German schools. There is no German equivalent for Jingoism, since such a tendency is not encouraged in Germany. English and French lessons are continued regularly, and the classic authors, such as Molière and Victor Hugo, Shakespeare and Dickens, are cherished in spite of the fact that the nations of which they are the glorious sons, are Germany's enemies.

Positivism, not negation, which is the basis of Jingoism, is fostered in the schools; the building-up of character is the end they strive for, personal qualifications, love of country, and of their fellow-men. Patriotism, however, is unthinkable without an understanding of the history of one's country, and of its struggles in the past towards higher ideals. Therefore, the developments which led up to this world-wide war are made clear to the older children. No teacher would, however, seek to deepen the feeling of bitterness by his way of imparting history.

The deep feeling which animates young Germany today is illustrated in the verses of a fourteen-year-old boy to the memory of his teacher, fallen in battle. It is an elegy for all lives offered up on the altar of the Fatherland and ends:—

For words are vain as thanks for lives offered
And thanks are vain for those who have suffered
For us!*

The description by a young Danish girl, living in Germany, of a Christmas spent with the wounded, illustrates the spirit prevailing in the schools. "All over Germany it was like a Christmas spent in Luther's House, truly German in its beautiful seriousness, deep religious fervor in the midst of terrible war. So deep is the chasm between the thoughts and ideals of men and their deeds."

*Denn es gibt Kein Wort für das Opfer zu danken
Und es gibt Keinen Dank für sie die da sanken
Für uns!

BETTER LATE THAN NEVER

A correspondent of the New York Herald says that a story which recently won a prize of \$2,500 was written more than fifty years ago. It had reposed in a battered trunk for that length of time after being rejected by "publishers in every section of the country." The author, at the age of seventy-three, was prevailed upon to submit the old manuscript once more, and this time met with distinguished success.

Know'st thou Yesterday, its aim and reason?
Work'st thou well Today for worthy things?
Then calmly wait the morrow's hidden season,
And fear not thou what hap so'er it brings.

—Oliver W. Holmes.

THE GARY SYSTEM IN NEW YORK

BY FRANCIS P. DUFFY

Church of Our Saviour, Bronx, New York

[New York Sun, November 22, 1915.]

Most of the criticism of the religious feature of the Gary system for the public schools seems to be inspired by the idea that it is a plan of the Catholic Church.

The idea is a mistake. It probably arises from the fact that in School 45, The Bronx, where this feature is being tried out, the principal attempt to make use of it is being made by Father Caffuzzi, the pastor of the local Italian Catholic Church. His prominence in the beginning of this movement is easy to account for. Most of the children in the school are his parishioners. Being a very zealous and active man, he has not waited for Mr. Wirt's arrival in New York to take up the work of week day religious instruction. His before and after school classes have been going on for some time, and are still conducted along former lines for children in his parish who attend schools other than School 45.

Mr. Wirt's plan found Father Caffuzzi in a position to accept the opportunities offered by its new schedule, and in a very brief time he had perfected an excellent organization. Other clergymen ought to be thankful to him for showing the possibilities opened to them. But to be frank, I think he made the mistake of doing too well. The other clergymen, most of them, looked over his work, saw what a poor showing they could make in comparison in the same district, failed to think of other districts where conditions would be the other way, and—well, we are all of us human.

Father Caffuzzi himself would like to see the other churches take up the work. He is anxious to do anything he can to bring about any necessary adjustments on harmonious and sensible lines. Recently he remarked to me that his attention had been drawn to a criticism of his appearing on the street to shepherd his little flock. He thought, and so did I, that the objection was picaresque, but he stated his willingness to efface himself if his personality or presence were in the way of carrying out this promising experiment—a response that makes him a much bigger man than his critics.

It should be remembered that his religious knowledge classes are quite secure, independently of the fate of the Wirt system. If that fails of adoption the schools in this vicinity will have to keep on with a double schedule system, and the opportunities of getting his children together outside of school hours will be just about the same as they are now.

So much for that part of it. It shows that Catholics are willing to co-operate, in so far as no sacrifice of principle is involved, with other religious bodies in effecting at least a partial solution of the most urgent problem the churches have to face, the religious instruction of the children.

But it would be a small compliment to our religious earnestness to call Mr. Wirt's offering of opportunity to the churches the Catholic policy. Our educational policy is much more thorough. It is expressed in our growing system of parochial schools. In the pursuance of this policy we have invested millions of dollars and have organized a staff of thousands of workers. Our chief, the Cardinal, stands behind it like a rock of strength. Clergy and people are devoted to it, and we have not the slightest intention of departing from it. For example, the Gary system is to be tried out on a larger scale in this borough of the Bronx. Well, in this borough of the Bronx there are thirty-nine Catholic parishes; of these all but six have already started schools. Besides the Italian church, there are three other Catholic parishes, mine being one of them, whose boundaries run through the territory of School 45. None of us is taking active

part in the work in connection with that school. Two of the three parishes have just finished building very fine schools; the third has property for a school, which will be at no great distance of time.

There is no need of dwelling on this. Everybody knows that we Catholics are not the ones who have most reason to worry over the present religious situation. But if I had to face the conditions of clergymen of other faiths whom I know I should be worried despairingly. I admire their courage. I cannot always applaud their judgment. Take this Wirt system. It is easy to understand the attitude of a man of no religion when he climbs the always handy pillar of patriotism to denounce the intrusions of the churches. But that ministers and rabbis should join with him in wrecking their best chance of holding the coming generation, this I must confess I cannot understand. I can only regret it. The decline of religion does no good to any one. Indifference in such matters is contagious and hurtful to other religions and a great misfortune to the republic.

SUGGESTIONS FOR EXAMINATIONS

[Middletown High School.]

Many pupils who do good work in a subject, do poorly on an examination because they fail to observe all or some of the following points:—

Notice carefully how many and what questions you are expected to answer.

Read all questions before answering any.

If there is a choice, decide which questions you can best answer.

Unless you have a decided preference, answer the questions in the regular order. If, however, you are pretty sure you can stand higher by skipping about, answer first those with which you are most familiar.

In the margin number in Roman numerals the order of the questions answered and in Arabic numerals number the questions as they are on the board or examination paper, I-3, II-7, etc.

Many pupils make a great mistake in using up all the time on part of the questions, leaving some entirely unanswered. These last are, of course, marked zero no matter how lengthy and how good the answers to the other questions are. For this reason, be sure to divide your time, ninety minutes, "somewhat equally" on the number of required questions.

Before answering any question be sure you know just what the question asks for. In marking the papers teachers do not give credit for the amount written but for the accuracy of the answers given.

If there are several parts to a question be sure that you have answered all the required parts. You will be marked on all of them.

Bring to each examination several pencils, well sharpened, and an eraser. Pupils in geometry and physics, bring compasses and rulers. Even if you intend to use a fountain pen, bring a pencil, too, to use in case the pen runs dry.

Put your name on maps or any other loose papers that are to be handed in with your blue books. Fold maps and other papers so that the edges do not extend beyond the edges of the blue book.

All teachers mark somewhat higher papers that have a good appearance and seem to indicate painstaking throughout.

MATHEMATICS IN TEXAS

[The following report of the Mathematical Section of the Texas State Association, T. H. Rogers, secretary, deserves careful reading by all interested in the teaching of mathematics.]

Dr. Edward L. Dodd, Professor of Actuarial Mathematics, University of Texas, discussed elementary mathematics preparatory to the mathematics of investment and life insurance. By the use of problems involving mortgages, investment in bonds, premiums and policy values in life insurance, it was shown that more than arithmetic and simple algebra is needed, although it was advised that such subjects as progressions, binomial theorem, and logarithms be postponed until the college course. In preparing for mathematics of investment knowledge of geometry and algebra is not needed so much as mathematical power. The student who can not solve the originals in plane geometry would do well to turn his mind to some specialty which is non-mathematical.

Miss Pearl Crawford of Corpus Christi High School, with the subject of Symbolism in Algebra and Geometry gave a short account of the development of the use of symbols from the earliest times. In the use of this system of "short hand" she emphasized three things: "Teach the pupils to get a clear-cut thought, to express it accurately in the language of mathematics, and write it correctly in symbolic form." The discussion was applied to the elementary phases of the work for beginners with the idea that if a right appreciation and correct use of symbols be acquired early many of the failures in the upper grades would be eliminated.

Professor W. C. Vernon of the State Normal, San Marcos, described the teaching of incommensurable ratios and limits in elementary geometry in high schools as "unsatisfactory, more unsatisfactory, most unsatisfactory." "Skip it" is the motto of most teachers. For practical purposes this seems to be the most satisfactory solution. But for practical purposes most demonstrative geometry is unnecessary. By omitting incommensurables and limits many proofs are not general and geometry becomes mensuration. If the child cannot understand proofs involving incommensurable ratios, limits, etc., he should study applied geometry only. But the fact is that the student fails to catch the finer points simply because the teacher is satisfied with a superficial understanding of the subject. Professor Vernon demonstrated by several examples how he would proceed to give the student a knowledge of this subject, the one to one correspondence between numbers and geometrical figures

There are misfit schools, misfit texts and studies, misfit dogmas and traditions of pedants and pedantry. There are misfit homes, misfit occupations and diversions. In fact, there are all kinds and conditions of misfit clothing for children but—In the nature of things there can be NO MISFIT CHILDREN.—Frederic Burk, San Francisco State Normal School.

being the key. He believes that teachers should stress this correspondence because it helps, in the incommensurable case, it simplifies the proofs of many propositions, it gives a real existence to that class of numbers which can be defined by "taking limits" only, it tends to unify elementary geometry and it makes the student appreciate that intimate relation which exists between algebra and geometry.

Dr. H. Y. Benedict of the University of Texas described his method of teaching to high school students those theorems which are usually proved by the method of limits. He thinks that the phrase "usually proved by the method of limits" is more polite than true. "The proofs of theorems that involve limits and incommensurables are so defective as presented in most of our textbooks that they are no proofs at all. Logically each of these proofs has at least one flaw in it."

The student learns that all practical measurements are approximations only and so he may be led through a process of reasoning to the conclusion that the value of the incommensurables may be found to any number of decimals, hence the value found may be made to differ from the real value by a quantity as small as we please, and so we may get a value which is good enough for all practical purposes.

Dr. Benedict is very pleasing in his address and very accommodating in his explanations. He seems to have the welfare of the teaching of mathematics in the state of Texas very near his heart and is extremely anxious to be of service to the teachers.

In discussing the course of study in mathematics for high schools, C. O. Calloway of Waco took the stand that if algebra and geometry have a small educational value as compared to other subjects they have no place in the curriculum, but if they have great educational value they should have a correspondingly large place in the curriculum. While he would not forget the cultural value of the study of mathematics he would make the problems not puzzles but as near to life as possible. Algebra, geometry and trigonometry all belong to the science of mathematics and should not be taught in "water-tight compartments." He would not have the subjects taught in the same order in which they have developed historically as some suggest, for then geometry would precede algebra and solid geometry precede plane geometry. Likewise trigonometry would be placed before algebra.

The fusion of the different subjects has met with considerable success, but the lack of textbooks and teachers thoroughly prepared to handle the subject in this way makes it impractical at this time, so that the only thing left to do is to combine and arrange them so that one will dove-tail into the other and there will be no break between the various subjects.

Do pupils get a fair return for the effort and time spent in the study of mathematics? was answered in the negative by F. H. Rogers of

Houston. He dealt with the subject from the Junior High School point of view mainly. A pupil wastes time in studying compound interest, compound proportion, very much of compound numbers, fractions involving large numbers, and many other things. He should acquire rapid and accurate use of the four fundamentals in integers and fractions, in small numbers, both decimal and common, interest and bank discount, in short everything that is in general use in the community. And if he makes observation he will find that the principles in general use in the community are not great in number.

A great many are wasting time while being held to an iron-clad course of study in algebra and geometry. Only enough should be required to give a general knowledge of the subjects and help to ascertain aptitudes and desires. Too much required will tend to drive the boys and girls out of the schools and away from their wholesome influences into the streets and allurements of unwholesome influences. When the high school has failed to hold the pupil because of disgust of the requirements in any branch of study, it has failed to live up to its largest mission, that of helping him to find his interests and his adaptabilities in the formative period of his life.

TEACHING SAFETY

S Steam and street cars
A Automobiles
F Fire
E Electricity
T Teams and Think
Y You! the person who must think of
"Safety First"

"Once there was a man who sat before a fire; there was a kettle on the fire, and it was singing; steam was coming out of its nose and the lid was bobbing. He watched it a long time and then a fairy whispered in his ear—or maybe it was the song the kettle was singing—this: 'There's a Giant in that kettle; catch him and build a strong harness around him and he will pull your ships across the ocean without sails, and pull your trains across the land.' And they caught the Steam Giant and built an iron harness—a machine we call an engine—and he pulls ships across the sea and trains across the land. His name is Steam. He does great things, goes fast and does many good things; but sometimes he does cruel things. If you get too near Steam it will burn you—scald you; and if you walk on the railroad track, sometimes he can't stop and runs over you.

"Another Giant, the Auto Giant, came up out of the ground. They dug a deep hole in the ground and instead of water a black, shiny, oily thing came up that didn't have a good smell. We call it Oil, but it is really a Giant that was asleep in the ground for thousands of years. They cleaned this giant, and now we call it gaso-

line, and this giant out of the ground makes the motorcycle go; he makes the automobile run; and he makes the flying machine sail through the air.

"There is another Giant, the Fire Giant. He does good things for us, but he hurts boys and girls, too, if they forget to think 'Safety First.' This giant comes out of the end of a match sometimes, and he often burns down great forests and cities, your school and your home.

"The Electric Giant is the greatest of them all. A man named Benjamin Franklin went out to fly a kite one day; he was a big man—not a boy flying his kite—a man. He sent his kite away up into a black cloud where the lightning flashed, and he got a message back from the Giant there down the kite string. The Giant tried to hide in a lot of places, but they found him up in mountains, in the waterfall, in coal and the trees—and they harness him with wires and set him to work. They make him do a lot of things. He lights up your house; he makes the streets and stores almost like day. Over the telephone wire he carries your voice hundreds of miles.

He carries messages under the ocean, and he pulls our big heavy street cars. When you go out of school today, just look up and you will see the harness of the Electric Giant in every direction. On poles it is strung—big wires and little wires, trolley wires and cables; but remember, keep away from his harness. Touch one of his wires and he knocks you down dead or burns you badly.

"All of these four Giants—Steam, Auto, Fire and Electric—are good Giants and do more good than harm.

"Think! How many girls and boys here can think? Of course, you can think or you wouldn't be in school.

"And last of all is this little letter 'Y'—the smallest of them all, but it stands for the biggest part of safety; it stands for the boy and girl who can think of safety. And it stands for the person who is most to blame when you are hurt."

The above modern fable is one of the suggestions in an unusual and valuable pamphlet on Hygiene and Safety instruction issued by the New Jersey Department of Public Instruction.

SELECTIONS

AS A MAN THINKETH.

We scatter seed with a careless hand
And dream we ne'er shall see them more;
But for a thousand years
Their fruit appears,
In weeds that mar the land.

—John Keble.

When your heart is warm with love,
Even for your enemies;
When your words come from above,
Not from where the venom is;
When you see the man entire,
Not alone the faults he has;
Find a somewhat to admire
Underneath the paltry mass—
Not till then, if you are wise,
Will you dare to criticise.

—Amos R. Wells.

These are the sins I fain
Would have thee take away:
Malice, and cold disdain,
Hot anger, sullen hate,
Scorn of the lowly, envy of the great,
And discontent that casts a shadow gray
On all the brightness of the common day.
—Henry Van Dyke: "God of the Open Air."

Think not thy life a narrow cage
Which thwarts thy mounting wing;
Set a great heart on a twelve-foot stage,
And it will play a king.

—Frederick Langbridge.

Stand to your work and be wise—
Certain of sword and pen,
We are neither children nor gods,
But men in a world of men.

—Rudyard Kipling.

IT TAKES SO LITTLE

It takes so little to make us glad,
Just a cheering clasp of a friendly hand,
Just a word from one who can understand;
And we finish the task we long had planned
And we lose the doubt and the fear we had—
So little it takes to make us glad.

—Selected.

But only he whose judgment never strays
Beyond the threshold of the right, learn this—
Not always is it good to have one's wish;
What seemeth sweet full oft to bitter turns;
Fulfilled desire hath made mine eyes to weep.
Therefore, O reader of these lines, if thou
Wouldst virtuous be, and held by others dear,
Will ever for the power to do aright.

—Leonardo da Vinci.

Lives without purpose are like slender reeds
That sway and drift upon the river's tide.
Though life be short it may be full of deeds
Of loving kindness. Then in Truth abide.
Wouldst thou have kindness? Then be kind.
Wouldst thou have goodness? Then be good.
A simple way that every one may find
To reach the heaven of true Brotherhood.
—From "The Two Eternities," by Swami Yogananda.

If the thing can't be helped, don't ever give in,
Nor let revengeful fires smoulder,
But just pick it up, with a smile, if you can,
And throw it right over your shoulder.
Then once having thrown it, don't ever look back
(A common but very grave fault),
For looking back sometimes will cause you to turn
Into worse than a "pillar of salt."
"Do your best, trust the rest," and don't ever give up,
There's a power that will help you! Be bolder,
And when a thing hurts but cannot be helped,
Just toss it right over your shoulder.

—Fannie Herron Wingate.

BOOK TABLE

LE ROMAN D'UN ENFANT. By Pierre Loti. Edited, with introduction, notes and vocabulary, by Arthur Fisher Whittem, Ph.D., assistant professor of Romance languages, Harvard University. Boston: D. C. Heath & Co. Cloth. 202 pp. Price, 45 cents.

"Le Roman d'un Enfant" is the autobiographical story of the youth of Julien Viaud, the French naval officer whose works, published under the non-de-plume of Pierre Loti, have won him fame and fortune and a place among the "immortals" of the French Academy. For those who know Loti only as the writer of aesthetically beautiful exotic works of fiction, reminiscence, travel and description, the fruit of his naval service or journeys in the Levant, Morocco, Egypt, Senegal, Palestine, the South Seas, China, Japan, India and Persia, or as the author of touching tales of life among the Breton fishermen (as "Pêcheur d'Islande") or the Basque mountaineers (as "Ramuntcho"), this episodic story of his early life will serve to co-ordinate and explain the seemingly diverse influences of the later years; while for those who meet him for the first time it will provide the initial impulse towards a better acquaintance.

The present edition has been prepared with a view to its use as a reading text in high schools and colleges, and a certain amount of excision has accordingly been necessary. The work of abridgment has been done so skilfully, however, that the continuity of the story is uninterrupted. The length of the text is 113 pages, and judicious omissions by the teacher might bring it within even briefer compass if it were desirable to limit the time spent on one author. The editing, as was to be expected, is excellent. Dr. Whittem has provided an interesting ten-page introduction on the man and his works, and twenty pages of notes, geographical, biographical and syntactical, that are really illuminating, not merely a superficial conglomeration of references and observations (most of them obvious) intended to pad the book and make it a "text." None of the notes are pointless, and few, if any, are unnecessary. The vocabulary has been shortened by the omission of words identical in French and English, as well as a few common to elementary grammar. In short, the book shows the touch of the experienced and painstaking teacher, who brings to his task real interest in the subject, ripe judgment, and that knowledge—at once broad and exact—without which no editorial undertaking can be successful. It is a distinct acquisition to the ever-growing stock of really useful reading texts for French classes.

ALCOTT MEMOIRS. Posthumously compiled papers, journals and memoranda of the late Dr. Frederick L. H. Willis. Boston: Richard G. Badger. 109 pp. (6x9). Price, \$1.00.

Written by "Laurie," one of the beloved characters of "Little Women," this book records the sole existent personal impressions regarding Emerson, Thoreau, Hawthorne, Margaret Fuller and the Alcotts, posthumously compiled from the notes of Dr. Frederick L. H. Willis, who was for a number of years an intimate member of the Alcott family.

Dr. Willis, realizing soon after the inception of the work that he would not live to complete it, sketched the outline.

Dr. Willis was a descendant of Nathaniel Parker Willis of early New England literary fame. An ancestor of Dr. Willis, also of the same name, was one of Queen Elizabeth's physicians.

From 1844 to 1854 Dr. Willis was constantly and intimately connected with the Alcott family and these were years of highest significance in the Alcott home. Ten years after that and onward we knew Mr. Alcott slightly, but it was evident that the earlier years would have been more interesting. We have never had such a charming view of the real home life of the Alcotts as is here given, and we have never seen any attempt to really picture the "Little Women" as young women, and the success of this attempt renders the book most fascinating. Incidentally the views one gets of Emerson, Thoreau, Margaret Fuller and Thomas Starr King have an unusual charm.

A PICTURE BOOK OF BRITISH HISTORY. With 200 illustrations. Compiled by S. C. Roberts. New York: G. P. Putnam's Sons, Cambridge, England: University Press. Volume II, 1485-1688. (10 by 13.) Price, 90 cents.

Every teacher and student of British history should

have access to this book of 200 wholly unusual and rare pictures each illuminating some feature of British life during the reign of Henry VII and Henry VIII, Edward VI, Mary, Elizabeth, Mary, Queen of Scots, James I, Charles I, Cromwell, Charles II and James II.

This pictorially presents England's relations to France and Scotland, the Renaissance, Domestic Politics, Elizabeth's Friends and Enemies, the Spanish Armada, Shakespeare's Life and Writings, the Long Parliament, the Civil War, War with the Dutch, the Restoration, the Plague, the Great Fire and the Covenanters.

Never have we seen so good a demonstration of the desirability of illustration to enforce historical studies. Brought together as they are here on paper that magnifies them one can but appreciate British history as never before, and retain the impression as he would not otherwise.

HOW TO BECOME AN EFFICIENT SUNDAY SCHOOL TEACHER. By William A. McKeever. Phillips Bible Institute Series. Cincinnati: The Standard Publishing Company. 236 pp. Cloth. Price, \$1.00, postpaid.

At last Sunday school teaching is beginning to show signs of awakening to the necessity of teaching the Bible with some regard to efficiency, and it is cause for congratulation that Professor William A. McKeever of the State University of Kansas has turned his pedagogical wisdom and his book-writing skill to the promotion of this great cause.

It is a natural evolution of his professional ideals which have been mostly devoted to "Training the Boy," "Training the Girl," "Farm Boys and Girls," "Outlines of Child Study," "The Industrial Training of the Boy," and "The Industrial Training of the Girl." All these books have needed something higher as a cap-sheaf and here it is. He states the case both clearly and vigorously when he says: "The Sunday school must come into its own and be accepted as an institution of progress and worth. The family must feel its need; the community must give it a dignified place; the state must regard it as a factor in law enforcement, and society must recognize it as a necessary agency of higher life."

LABORATORY AND FIELD WORK IN ZOÖLOGY. By Robert W. Heuner, Ph.D. New York: The Macmillan Company. Cloth. 73 pp. Price, 40 cents.

This is a book of most explicit directions for collecting, preserving, and rearing insects, with arrangements. There are special chapters on grasshoppers, flies, mosquitoes, spiders, myriapods, crayfishes, mussels, clams, snails, earthworms, coral, bath sponges, frogs, fishes and birds. There are also chapters on insect adaptations, and on insects injurious to vegetation. The book is all that the title signifies and more. It is a most helpful handbook for teacher, student, or any one who cares to know about animals from a personal investigation.

EXPERIMENTAL PLANT PHYSIOLOGY. For Beginners. By Lucy E. Cox, B. S. New York: Longmans, Green & Co. Cloth. Illustrated. 114 pp. Price, 60 cents.

In this book the main physiological facts of plant-life are connected together by a series of simple experiments, all of which can be carried out without the use of any elaborate apparatus. The text treats in succession: The Food of the Plant, Composition of the Soil, Absorption of Food from the Soil, Composition of the Air, Absorption of Food from the Air, The Breathing of the Plant and The Growth of the Plant. The material of the text is bound together by sixty-nine experiments intended to illustrate the facts under discussion. Each experiment is considered as regards (1) aim, (2) method, (3) observations, and (4) inference. Information gained by practical experimentation of this character is likely to be a permanent acquisition. The illustrations, fifty-six in number, and consisting of photographs and diagrams, are noteworthy. An index is included. The book is printed in large, clear type, on heavy, finished paper, features of prime importance in textbooks for the young. It should prove to be very helpful in courses in nature study and elementary botany.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

FEBRUARY.

- 10-12: Southern Minnesota Teachers' Association, Mankato. D. S. Brainard, Redwood Falls, president.
- 11-12: Southern Wisconsin Teachers Association, Madison. E. G. Doudna, Richland Center, president.
- 12: Connecticut Association of Classical and High School Teachers, Hartford, Conn., High School. E. A. Case, Willimantic, president.
- 18-19: North Central Council of State Normal School Presidents, Auditorium Hotel, Chicago. Frank A. Weld, Moorhead, Minn., president; W. P. Morgan, Macomb, Ill., secretary-treasurer.
- 22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.
- 23-24: Conference of City Normal Schools, Detroit, Mich. James Fleming Hosc, Chicago Normal College, Chicago, Ill., chairman.
- 23-25: The National Association of State Supervisors and Inspectors of Rural Schools, Detroit, Mich. Cyrus J. Brown, State Supervisor of Rural Schools, Baton Rouge, La.
- 28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

- 4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.
- 10-11: New Jersey Council of Education, Newark.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 30: Florida County Superintendents' meeting, Live Oak. W. N. Sheats, Tallahassee, state superintendent.

APRIL.

- 6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.
- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.
- 20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

MAY.

- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

CONNECTICUT.

HARTFORD. The annual meeting of the Connecticut Association of Classical and High School Teachers is to be held at the high school building in Hartford on Saturday, February 12. The feature of the meeting will be an address by Calvin N. Kendall, commissioner of education for New Jersey, who will speak on "Increasing the Influence of the High Schools."

MIDDLE ATLANTIC STATES.

NEW YORK.

POUGHKEEPSIE. A new system of chapel cuts will go into effect at Vassar in the second semester. The new system allows twenty chapel cuts for seniors, and fifteen for juniors sophomores and freshmen. The four week-end leaves of absences a semester will still be granted, but each will count as two cuts. Absence from Sunday morning service will still count as two cuts. Illness excuses will still be accepted.

The present system for examinations at Vassar has been formally recognized as an honor system by both the student body and the faculty. A member of the faculty is in the room to give out question papers, answer questions, etc., but it is understood that the students are not watched at all during the examinations; the instructor's presence is solely for the benefit of the students. No formal declaration of honesty is demanded as it is felt that the standard of honor at Vassar is so high that such a statement would be entirely superfluous.

NEW JERSEY.

MILLVILLE. Millville school workers may well feel proud of their achievement in producing a course of study fitted closely to Millville's needs. The last report of Superintendent Warren N. Drum shows just how the principals and teachers worked out this loose-leaf course. This town also has an "opportunity" class in which pupils find work fitted to their abilities.

WESTFIELD. Westfield's new high school was auspiciously dedicated last month. It is a \$130,000 building and is apparently the finest thing in modern school construction. Nearly every room has direct sunlight and the ventilating and cleaning systems are the latest thing. J. J. Savitz is superintendent here and J. Sheridan Linn, principal of the new school.

SOUTHERN STATES.

NORTH CAROLINA.

ASHEVILLE. Asheville has just sold bonds in the amount of \$200,000 for the construction of a new high school building. The bonds bought a premium of \$12,750, which is reported to be at the highest rate ever paid for school bonds in that state. The city commissioners have engaged as the architect W. H. Lord, of the same city. It is proposed to provide for 1,000 students and to include both the junior and senior schools. The building will be modern and fire-proof.

As North Carolina is a state of small cities, expenditures for municipal purposes have not been large. Asheville is the first city in the state to attempt a schoolhouse of such size and cost.

The Asheville schools were first organized as a municipal system by the present commissioner of education, P. P. Claxton, which he did in 1888. It was his first important piece of school work.

CENTRAL STATES.

INDIANA.

FRANKLIN. For the seventh successive time an Indiana corn grower has won the \$1,000 National Corn Trophy which is awarded for the best ten ears of corn exhibited at the National Corn Exposition. John A. Stainbrook was the man who brought the honor to Johnson County. The winnings of corn growers of this county, who have won more big prizes than the growers of any other county in the world, are a steady stimulus to the agricultural teachers and pupils of the state. In this case the farmer is setting the pace and furnishing the material for the course, while the teachers and pupils follow.

The junior corn growers are making good records, too. Last week ten Indiana boys, state and county prize winners, enjoyed a trip to the National Capital as a climax to the year's work.

INDIANAPOLIS. The State Board of Forestry has announced the subject for the annual prize essays written by pupils of the schools of the state. The following are the conditions governing the contest:—

Subject, "A Plan for Beautifying the Grounds of School by Planting Trees and Shrubs."

1. The school grounds must be carefully described, indicating size, shape, character of soil, location and size of the buildings, and present conditions.

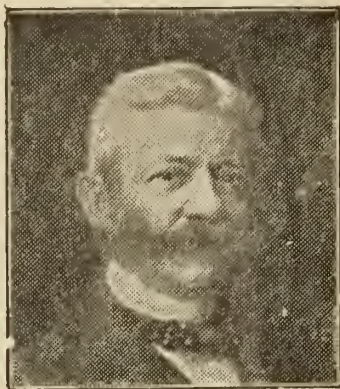
2. Make a map, drawn to scale, showing features included above.

3. Give a list of trees and shrubs selected for planting, with reasons leading you to select each form.

4. Select trees and shrubs, as far as possible, from those species native to Indiana.

5. Select species which are relatively free from insect attack.

6. Prepare a sketch of the school



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grounds showing the proposed grouping and arrangement of the plants chosen. Indicate, also, the number of each species used.

Prizes totaling forty dollars are to be given for the best essays from high school and grade pupils. Competition is limited to schools in the state.

The State Board of Education has given permission for candidates for common school licenses to take the examination in two sections. Teachers may write on the older subjects of the curriculum at one time, and on the vocational subjects, music and drawing at a later date.

VINCENNES. Architects' plans for a new \$135,000 grade and junior high school building have been accepted by the school board.

HARTFORD CITY. Blackford County is to have a school paper issued alternately by the teachers and pupils of the four townships. The preparation of material for the paper by the children will prove to be a good line of practical work. M. C. Townsend is the progressive superintendent of the county.

MOORESVILLE. Superintendent A. C. Payne has received notice from P. P. Claxton, commissioner of education, to the effect that his manuscript on "The Evolution of a Semi-Rural School" is to be condensed and sent to the schools of every state of the Union. In this small town of sixteen hundred population, Mr. Payne has had unusual success in interesting the people generally in all grades of school work, and in building a very effective system.

WISCONSIN.

MENOMONIE. Stout Institute, which has been in a class by itself from its inception by the late Senator Stout, has been vastly extended under the leadership of Dr. L. D. Harvey since the state took it under its wing. One evidence of the state's appreciation is the fact that a Home Economics building is being erected at a cost of a quarter of a million dollars. This will probably be the latest word in building and equipment for Home Economics in the world. Already the regular enrollment is near 600 with a large summer session enrollment. President

Harvey, always a master of whatever educational problem he takes in hand, has succeeded in the fullest sense in solving the problems of home economics and industrial arts. He has been especially fortunate in his solution of "prevocational" problems, through some master minds which he has called to his aid.

Department of Superintendence

At the first meeting of the Department of Superintendence, Tuesday evening, addresses of welcome will be delivered by Superintendent Charles E. Chadsey of Detroit and State Superintendent Fred L. Keeler of Lansing. The response will be given by State Superintendent Francis G. Blair of Illinois. Wednesday evening will be given over to dinners and entertainment. On Friday an extensive report will be made by the Commission on the Re-organization of Secondary Education.

The College Teachers of Education Monday morning will discuss "The Relation of College and University Departments of Education to Other Agencies Which Have to Do with the Promotion of the Scientific Study of Education." The second session will be devoted to a discussion of the subject, "The Relations of the Department of Education to Other Departments within the College or University." The subjects for the third session will be "Investigation at Harvard University of the Department of Economics by the Department of Education" and "Practice Teaching."

The National Society for the Study of Education on Monday evening will discuss "The Report of the Committee on Standards and Tests," which will appear in the Fifteenth Yearbook of the Society. The report is divided into two parts: "Educational Scales and Units of Measurement" and "Application of Scales and Units of Measurement in Educational Supervision and Administration."

The American School Peace League will hold its annual dinner Monday evening.

The State Superintendents' Association will hold meetings both morning and afternoon of Monday.

There will be a conference of per-

sons interested in city normal school work Tuesday afternoon and Wednesday afternoon. Also a meeting of those interested in state normal school work on Thursday afternoon. The main topics to be discussed relate to "Courses in Sociology," "Normal School Extension," "The Common Ground of City and State Normal Schools," and "The Use of Educational Measurements."

The Educational Press Association will hold its dinner Wednesday evening.

The National Council of Teachers of English will hold meetings on Thursday afternoon, Friday morning, afternoon and evening, and Saturday morning.

The International Kindergarten Union will hold a meeting on Wednesday morning and the Mother and Parent-Teacher Association on Wednesday afternoon and Thursday morning.

The School Garden Association of America will meet Tuesday afternoon, Wednesday afternoon and Friday evening, discussing the topics, "School Gardening in the Course of Study" and "How School Gardens Can Be Started Successfully in Cities."

The National Vocational Guidance Association will hold meetings morning and afternoon of Tuesday, and the Association of Teachers' Agencies will hold a meeting Wednesday morning.

The Council of Primary Education will meet on Tuesday morning, and Wednesday afternoon there will be a

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meeting of the Association of Executive and Administrative Women.

Tuesday afternoon there will be a conference of those interested in Rural and Agricultural Education, at which there will be discussed "School Credit for Home Work," "A Suggested Modification of the Massachusetts Home Project Plan," and "Plan for a State-Wide Live-Stock Judging Contest." The American Home Economics Association will hold two sessions on Friday, one of which will be in the nature of a joint meeting with persons interested in agricultural education.

The National Association of State Supervisors and Inspectors of Rural Schools has arranged for a five-session meeting, beginning Wednesday morning and closing

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Friday morning. The main topics to be discussed are: "The Problem of Rural Education in the United States," "The Work of the General Education Board in Rural Education," "Training Teachers for the Rural Schools in the United States," "Advantages of a Department of Rural Education in All Colleges, Universities, and Normal Schools that Train Teachers for Rural Schools," "Course of Study Content for Rural Schools," "Standardization of Rural Schools," "The Teaching of Agriculture in Rural Schools," and "The Teaching of Household Arts in Rural Schools."

President Nicholas Murray Butler of Columbia University will deliver the main address on Tuesday evening.

Dean Samuel S. Marquis, Sociological Department, Ford Motor Company, will present "The Ford Idea in Education" Wednesday forenoon.

Friday morning, the program will be: "Booker T. Washington—an Appreciation," O. P. Corson, editor Ohio Educational Monthly, Columbus, Ohio; "High Points in the Los Angeles Plan," Superintendent J. H. Francis; "The Cleveland Survey," Leonard P. Ayres, director Russell Sage Foundation, New York City; "Report of the Committee on the Re-organization of Secondary Education," Clarence P. Kingsley, Boston, Mass.

Wednesday forenoon—Address, "A National Campaign for the Improvement of Educational Conditions in Rural Communities," Philander P. Claxton.

Debate, "The Junior High School," C. G. Pearce, president State Normal School, Milwaukee, Wis.; Charles H. Judd, director School of Education, Chicago University.

Wednesday afternoon—Address, J.

George Becht, secretary State Board of Education, Pennsylvania; "Functions of Boards of School Control," E. P. Cubberley, professor of education, Leland Stanford Junior University; address, Thomas W. Churchill, president Board of Education, City of New York; "Relation of Member of Board of Education to School System," O. M. Plummer, president Board of Education, Portland, Oregon; "To Whom is Board of Education Responsible," A. E. Winship, editor Journal of Education, Boston, Mass.

Thursday morning—Joint discussion, "The Minimum Essentials vs. the Differentiated Course of Study in the Seventh and Eighth Grades," L. D. Coffman, dean of the College of Education, Minnesota University; F. E. Spaulding, superintendent of public schools, Minneapolis, Minn.; W. C. Bagley, director School of Education, University of Illinois; David Snedden, commissioner of education, Massachusetts; "Some Suggestions for Improving the Rural School Curricula," G. C. Creelman, president, Ontario Agricultural College, Guelph, Canada.

Business meeting.

Thursday evening, Schoolmaster Governors' evening—Addresses, Woodbridge N. Ferris, governor of Michigan; Frank B. Willis, governor of Ohio; Martin G. Brumbaugh, governor of Pennsylvania.

Thursday afternoon—State and county superintendents, Carl G. Schulz, state superintendent of public instruction, Minnesota, chairman; "Supervision of Rural Schools and the Training of Rural Teachers," Edward Hyatt, state superintendent of public instruction, California; C. W. Tenney, rural school inspector, Montana.

"Rural Supervision," Jennie

Burkes, county superintendent, Claiborne County, Tennessee.

"The Status and Need of Rural Supervision," A. C. Monahan, specialist in rural school administration, United States Bureau of Education.

Superintendents of Cities with Population between 25,000 and 250,000, Ira B. Bush, superintendent of schools, Erie, Penn., chairman; "Community Activities as a means of Motivation," Fred M. Hunter, superintendent of schools, Lincoln, Nebr.; "Teaching Tenure," J. F. Keating, superintendent of schools, Pueblo, Colo.; "A Study of Delinquency and Subnormality," C. Edward Jones, Albany, New York; "Vacation Club Work," J. H. Beveridge, Council Bluffs, Iowa; "Short Unit Industrial Courses," M. B. King, Pennsylvania State Department of Education.

Superintendents of Cities with a Population over 250,000, J. W. Gwinn, superintendent of schools, New Orleans, chairman; "A First Step in Establishing the Six-Three-Three Organization," Herbert S. West, Rochester, N. Y.; Dr. Henry Snyder, Jersey City, N. J.; "Textbooks—Principles Governing the Selection," Randall J. Condon, Cincinnati, Ohio; "Adaptation of Schools to Varying Needs," Ben Blewett, St. Louis, Mo.

National Association of Directors of Educational Research—"Standardization of Teachers' Examinations," S. A. Courtis, supervisor of Educational Research, Detroit; "Meeting the Demand for the Practical in Educational Research," David Spence Hill, director Division of Educational Research, New Orleans; George Melcher, director Bureau of Research and Efficiency, Kansas City; Albert Shield, director Division of Reference and Research, New York; "Improving Instruction through Educational Measurement," Frank W. Ballou, director Department of Educational Investigation and Measurement, Boston, Mass.

National Council of Education, Monday evening—"Thrift," S. W. Straus, Chicago, Ill.; R. H. Wilson, Oklahoma City, Okla.; C. H. Dempsey, Haverhill, Mass.; J. D. Shoop, Chicago, Ill.; J. A. Bexell, Corvallis, Ore.; M. H. Stuart, Indianapolis, Ind.; H. R. Daniel, Miss Kate D. Blake, New York City; A. H. Chamberlain, San Francisco, Cal.

Tuesday forenoon—"The Function of the Graduate School of Education," G. W. A. Luckey, Lincoln, Nebr.; W. R. Siders, Pocatello, Idaho; J. W. Crabtree, River Falls, Wis.; W. P. Burris, Cincinnati, Ohio; J. G. Collicott, Indianapolis.

"Standards and Tests of Efficiency," G. D. Strayer, Columbia University, New York City; Bird T. Baldwin, Swarthmore, Pa.; D. C. Bliss, Montclair, N. J.; J. W. Withers, St. Louis, Mo.; C. E. Chadsey, Detroit, Mich.; C. H. Judd, Chicago, Ill.

Tuesday afternoon—"National Welfare and Rural Schools," T. D. Wood, Columbia University; C. G. Schulz, St. Paul; V. C. Vaughan, Ann Arbor; J. W. Cook, De Kalb, Ill.; H. B. Favill, Chicago; Wycliff Rose, New York City; P. P. Claxton, Washington; S. G. Kingsley, Chicago; R. W. Corwin, Pueblo, Colo.

In Memoriam of Z. X. Snyder, C. H. Keyes, Saratoga Springs, N. Y.

Reports and Pamphlets

"Course of Study in Manual Training." By Frank H. Shepherd, assistant professor of industrial education, Oregon Agricultural College, Corvallis, Ore. Bulletin of college extension department. 31 pages.

America's Gifts to the Old World." By Helen W. Atwater and C. F. Langworthy. A pageant or masque for Home Economics students. A publication for the Richards Memorial Fund, American Home Economics Association, Baltimore, Md.

"Pictures of Public School Interests and Discussions of Public School Questions." Part IV of the Biennial Report of the Louisiana State Department of Education, Baton Rouge, La. 150 pages. "Thirty Maps showing the Public School Situation in a Few Essential Respects." T. H. Harris, Baton Rouge, State Superintendent.

"Public, Society and School Libraries." United States Bureau of Education Bulletin 1915, No. 25. 260 pages.

"Fifteen Years' Achievement in Our Public Schools." Harrisburg, Penn. Board of School Directors. 8 pages. Report of Superintendent F. E. Downes. 20 pages.

"Report of the Work of the Bureau of Education for the Natives of Alaska, 1913-14." United States Bureau of Education, Bulletin 1915, No. 48. 50 pages.

"The Social Survey." A bibliography. Department of Surveys and Exhibits, Russell Sage Foundation, 130 East 22d street, New York City. 12 pages. Price, 5 cents.

"The Case for Cotton." By George McCutcheon. 15 pages. "University Research." By Francis P. Venable. 16 pages. "General Extension Bulletin." Bulletins of the University of South Carolina, Columbia, S. C.

Danbury, Conn. 1915 Report. 80 pages. Dr. Guernsey J. Borst, superintendent.

Somerset, Kentucky, High School Bulletin. 1916. 83 pages. From the Press of the School Print Shop, Somerset, Ky., J. P. W. Brouse, superintendent.

"Lessons in English, Comparative Method." North Adams, Mass., Schools. 30 pages. Copyright by Roland G. Kent.

Millville, N. J. 1914-1915 Report. 37 pages. Warren N. Drum, superintendent.

"Scheme of State Examinations." 1916. 22 pages. Charles D. Hine, Hartford, Conn., secretary State Board of Education.

Montclair, N. J. 1915 Report. Don C. Bliss, superintendent. 50 pages.

Trenton, N. J. 1915 Report. 135 pages. Ebenezer Mackey, superintendent.

Portland, Oregon. 1915 Report. 130 pages. L. R. Alderman, superintendent.

"Report on Academic Freedom and Academic Tenure." By a committee of the American Association of University Professors. Edwin R. A. Seligman, Columbia University, New York, chairman. 29 pages.

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A. E. WINSHIP, Editor

PROMOTION OF INDUSTRIAL EDUCATION

NINTH CONVENTION, MINNEAPOLIS, JANUARY 20-22, 1916

Including Report on Minneapolis Survey

[REPORTED BY EDITOR OF JOURNAL OF EDUCATION.]

William C. Redfield, secretary of Commerce of the United States, president of the National Society for the Promotion of Industrial Education, was easily high man of the meeting. He had the clearest vision, the most virility of thought and expression. He gave the meeting its noblest message.

There would never have been any Society for the Promotion of Industrial Education but for the devotion and zeal of Frederic B. Pratt of Brooklyn, treasurer.

It was the largest meeting, but it was not a large meeting. Fewer than 600 registered, but 600 specialists make a crowd when in action.

The big gathering numbered more than 1,000 and the attention and ardor were equal to several thousands in an ordinary meeting.

Alvin E. Dodd, secretary of the society, had every detail perfectly in hand and the arrangements were complete in every particular.

Of course it is easier to arrange for 600 than for 6,000, but these 600 are very notional as to details and there was not a whimper of criticism from first to last. It was a masterful arrangement.

The absence of any exhibition of an educational nature was the only detail criticised, and there were those who would have welcomed a more general commercial exhibit. I was convinced that the elaborate exhibits, educational and commercial, of the Department of Superintendence is a wise provision. It was never quite so clear in my mind before.

The serious illness of Superintendent Frank E. Spaulding of Minneapolis was the one real shadow over the convention. The famous Minneapolis Survey for Vocational Education conducted by Charles A. Prosser was largely Dr. Spaulding's vision, and the meeting in Minneapolis at this time was due to him. It was little short of tragedy for him to be ill with pneumonia, but almost hourly reports were given of his condition, which were always encouraging.

Inevitably Charles A. Prosser was expected to be the central figure. He had been the first executive secretary of the Society for the

Promotion of Industrial Education, had conducted the notable Minneapolis Survey for Vocational Education, and is the director of the Dunwoody Industrial Institute of Minneapolis. He was the man most vitally concerned in every phase of the meeting, and as such was the leader at all times.

As always President George E. Vincent of the University of Minnesota was one of the brilliant features of the meeting.

The great ovation of the three days was that given W. F. Webster, principal of the East High School, Minneapolis. He made the last address of the general session in Shubert Theatre. He struck a note of making living more than the making of a living with a brilliancy that captured the audience completely and they cheered until the presiding officer insisted that it cease. Mr. Webster had to rise twice in response to the ovation. "Make men first and mechanics afterwards" was his bugle call.

The women played a more important part, a more brilliant part than I have ever known them to play in a general educational convention.

Cleo Murtland, secretary of the society in charge of Woman's Work, was in large measure responsible for the matchless success of the women's sections of the week.

Miss Bess M. Rowe of the University of Minnesota, who had made the Survey of Home Workers in Minneapolis, presented the report of the surveyors on "The Training of Home Workers."

Miss Florence M. Marshall, principal, Manhattan Trade School for Girls, New York City, swept her audience into enthusiastic devotion to the cause of the betterment of the condition of girls and young women in great cities. No other woman has quite such a grasp of the conditions and the remedies as has Miss Marshall, and she has a most captivating way of telling the story.

Mrs. Lucinda W. Prince of Boston, educational director of the National Retail Dry Goods Association, made one of the few great

addresses of the meeting. She was the originator of Salesmanship Training of Girls in schools ten years ago, and she is lifting the work of the saleswoman to the level of the office woman. There was no greater message delivered than that of Mrs. Prince, and the delivery of no other message was received with higher appreciation.

Mrs. Ray E. Fletcher was another woman with a thrilling message. She is chairman of the General Federation of Women's Clubs. She spoke for the "two million mothers in the General Federation of Women's Clubs."

Mrs. Sarah Conboy was heaven-high above all others in her intense devotion to women in industrial activities. It was a wholesome experience for these great men representing big interests, industrial, commercial and educational, to listen to a woman with her experience and convictions.

The women had vastly more heart in their work than the men had. Of course there were men with heart, but some of them were mechanically inclined.

Comparatively few of the leaders referred to the fact that there were boys and girls to be taught, and there was no woman who forgot the boys and girls.

The tremendous ovation given Mr. Webster was undoubtedly due to the fact that the human note rang through every sentence.

Miss Marshall, Mrs. Prince and Mrs. Fletcher sent thrill after thrill of real inspiration because they were pleading for human beings humanely.

Some men even went so far as to say almost literally that it made them weary to hear any one say: "Prevocational work is to save boys and girls who need to be saved."

Henry Turner Bailey is a magnetic force on such an occasion, because he wants art, whether it be industrial or artistic, to appeal to boys and girls to come up higher. His message has the devotion of a mission to humanity.

The greatest thing in the Minneapolis meeting was the response an audience always gave whenever a soul breathed through words.

It is natural that men, even those with visions, should discuss principles and methods from the standpoint of efficiency, and you can never get high efficiency in shop or school any more than in the army, if you consider the value of a life.

No man would ever win on the battle field if he realized what each man is worth to the world, of the possibility of losing a Milton, a Lincoln, an Edison with any man who falls in battle.

Prevocational "efficiency" may require that the championing thereof shall perfect the details and make a system for the multitude, and not hesitate to leave the wounded on the battle field in a conscienceless way.

The 700-page volume—Bulletin No. 21—of the National Society for the Promotion of Industrial Education, the Report of the Minneapolis Survey for Vocational Education, was the keynote of the general sessions. It is a great contribution to the whole subject.

It is practically impossible to deal with such subjects as this report presents and think of the human element. "Training the Immigrant for Industry," "The Function of the Employment Department," "Methods of Reducing the Labor Turn-over," etc., do not tend to humanization in a discussion.

Few men are as attractive in the discussion of industrial conditions as is Myer Bloomfield, Boston's distinguished leader in Vocational Guidance, largely because he never forgets to be human when dealing with any problem in which a human being plays a part.

Charles H. Winslow is another speaker who never forgets the laborer in labor-efficiency. The spirit of such a man is quite in contrast with that of a "Manager of an Employer's Department," or the representative of an "Executives' Club."

C. R. Richards maintains his leadership in thought and action along these lines. He has a definiteness of conception, a clearness of analysis and a discrimination in statement which always put him in a class by himself on such an occasion.

Frank V. Thompson of Boston made the best impression of any one in an offhand address. He stirred things up to some purpose. On every occasion Mr. Thompson was a "live wire" literally. Boston has reason to be proud of him.

Leonard P. Ayres, the master of masters among surveyors, was as much sought for for advice and counsel as any man at the convention.

This was the first educational convention attended by John D. Shoop, since he was elected superintendent of Chicago, and he made a ten strike every time he spoke.

Professor John H. Gray of the University of Minnesota is a keen thinker and attractive speaker. He struck a vital note when he said that high school commercial short courses are trying to fit boys and girls for the least important part of commercial life, that the tendency is to educate them for positions with no vista.

We think the only absentees from the program were United States Commissioner Claxton, Lewis A. Wilson of the New York State Department, R. J. Leonard of Indiana and William L. Ettinger of New York City.

Charles R. Allen, Massachusetts' State Agent, presented the Massachusetts scheme for training vocational teachers by means of lantern slides that were so illuminating that one could but understand and appreciate the scheme in every feature.

Charles A. Bennett of Bradley Polytechnic

Institute, Peoria, was, as he always is, one of the best American representatives of ennobling the artisan with the vista of the artist.

In the absence of Commissioner Philander P. Claxton, William T. Bawden, specialist of the Bureau in Industrial Education, rendered a service that was both enlightening and stimulating.

The Bureau dinner at the Dykman hotel, arranged by Mr. Bawden and presided over by him, was an interesting and instructive discussion by many directors of industrial work. There were 103 at the dinner, representing nineteen States and two Canadian Provinces. The exercises were opened by fifteen-minute addresses by A. E. Winship of Boston, W. E. Hicks of Wisconsin, Herbert G. Lull of Seattle and Frank M. Leavitt of Chicago University, and the evening's exercises closed with a remarkably valuable summing up by Ben W. Johnson of Seattle.

It does not tax the hotels of a city like Minneapolis to take care of 600 persons, but there is a difference in the equipment, service and spirit of hotels, and the Radisson, from manager to bell-boy and porter, was devoted to the comfort of the guests.

The only state superintendents present were David Snedden of Massachusetts and C. P. Cary of Wisconsin, but the State Departments of Maine, New Jersey, Pennsylvania, Indiana and Minnesota were also ably represented.

There was no more interested listener and no more faithful attendant upon the exercises than Edwin G. Cooley, who has been specializing on Industrial Education since he left the superintendency of Chicago.

There was no one scheduled upon the program in whom more interest centred than in William L. Ettinger of New York City, and his absence was greatly regretted.

Arthur D. Dean, New York State Department, made an effective address on the Junior High School, which he championed unreservedly.

No one presented more information that was of universal interest than did John C. Frazee, associate superintendent, Philadelphia, who has contributed as much as has any one in America toward the solution of the problems of prevocational activities in a large city.

M. W. Murray, Supervisor of Industrial Education, Newton, Mass., had a definite account to give of what is being achieved in a small city in prevocational activities.

Of the eighty-two different assigned speakers, Minneapolis and St. Paul naturally had the largest number, twenty in fact; New York City and Boston followed with ten each, and Chicago with five. Of the states, New York followed close after Minnesota with sixteen, Wisconsin and Massachusetts with twelve each. Seattle, Philadelphia, Baltimore, Washington, St. Louis,

Indianapolis, Kansas City, Buffalo, Newark, Albany, Ithaca, Milwaukee, Madison were all represented.

Indiana always gives a good account of herself when Deputy State Commissioner of Education W. F. Book is sent as her representative.

R. L. Cooley's description of the Milwaukee demonstration led many to stop off for a day or more in Milwaukee, and we were of the number.

Warren E. Hicks gave a good account of the extensive activities in Industrial Education in Wisconsin.

L. D. Harvey, who has made Stout Institute a national force through the preparation of skilful teachers of Domestic Science and Industrial Arts, was intensely interested in all sessions.

The Seattle men came farthest to be in attendance, and they played their part well. No man in the society is more highly appreciated than is Ben W. Johnson, who never fails to be both sane and inspirational.

Herbert G. Lull was a new element in the discussions, and he had a wholesome message which no one else presented.

The universal sentiment was that this was the best of the nine annual meetings. There is no doubt about that. The weather, the places of meeting, the hotels, the perfection of every detail, the eminence of many men and women on the program, the elimination of every word that might be construed as pessimistic or apologetic, the absence of any factional scheming, the alert mindedness of the speakers, the fraternal feeling which has been developed, the sympathetic attitude of the audiences, the entire absence of politics of any kind, all contributed to a success not often attained in any gathering.

SOME MINNEAPOLIS SAYINGS

Mrs. Harvey M. Hickock, Minneapolis, one of the Surveyors: "There is an increased discontent in the failure in home-making and each family needs a regulator of social affairs because of the financial loss in over-indulgence as well as the menace to health and vitality. Banks should interest themselves in home finances and encouraging thrift in family life."

Abby Marlett, University of Wisconsin: "Home-making is the most important vocation for girls. To fail in the vocation of home-making is a tragedy in the life of any girl."

Miss Josephine Berry, University of Minnesota: "There are more persons employed in the vocation of home-making than in any other American industry. More money is invested in this industry and the maintenance cost is the highest."

Lilla Frick, Minneapolis schools: "The school pampers children and industries do not,

There must be more business and less sentiment in training girls for home-making."

W. F. Webster, East High School, Minneapolis:—

"Possibly the most valuable part of the report is the careful analysis of the industries of the city. No administration of schools could wisely work out a system of education until the demands and opportunities of industry were known. And how hopeless the maze of a great city to a father whose eyes seldom look beyond the four walls of the factory where he works, or to a mother whose home duties bind her to the block in which she lives! Here at last is a guide book, showing the way about in this tangled town, pointing out the pitfalls of business and industry no less carefully than the splendid opportunities. So valuable is this survey that the findings on each separate industry should be published as a small pamphlet.

"It may be that a nation can never grow rich merely by making money. Today a Congressman hardly dares to express his conviction on suffrage or prohibition until his straining ears have caught a word from 'labor.' It may be said without chance of error that in another twenty years workers will realize their power and dictate the financial policies of the country. But what will those rulers be? Just what the schools make them.

"Nail over the door of every school a placard announcing that the first aim of education is to get money; tell this to 20,000,000 children day after day for twenty years, and can you fancy the result? Selfishness and greed are the sure fruits of such a philosophy. Selfishness leads only toward hate; and the end of hate is destruction.

"Any education which whispers ever in the ear of youth, 'Put money in thy purse,' is an education for savages. Fangs will grow whiter, nails will grow sharper. Today workers distrust the capitalistic crowd, for capital has been a glutton, fattening on the fruits of labor. Injustice and dependence have been the lot of toilers through all the long years.

"Society is divided into bitter classes, fighting for their life. And when the day comes in which labor fills the halls of legislatures, as surely it will, no one need be shocked if harshness and cruelty characterize their acts. For labor has been shown the way. But industrial supremacy is impossible for a people divided by hate. Nor will the command of the world's markets be ours until the sign of the dollar has been erased from our courses of study.

"We shall give vocational education, not less but more, to the worker in wood and metals no less than to the laborer among books. We shall fulfill America's guaranty to every child—equal opportunity and a fair start. Yet education is not complete which gives man skill and does not teach him that the laborer is worthy of his hire, that no man is a slave.

that it is every man's duty to execute justice and his right to demand justice.

"Then looking to the lengthened hours of leisure, education must open the soul to beauty in sound, in color, in thought; to beauty in behavior—bravery, courtesy, honor, kindness; to beauty in earth and sea and sky, and in the heart of man. At all times we shall urge youth to deal fairly, to speak truth, to honor our flag and our country. True education must give back to this nation not only man doing, but man thinking, man enjoying confidence, honest, kind."

John D. Shoop, superintendent of Chicago:—"There is no place in industry for the boy or girl below sixteen that is worth the price the nation has to pay for it."

Mrs. Lucinda W. Prince, Boston:—

"If a girl takes a place for wages she has got to keep herself well. She must make a study of right living and right dressing, so that she may be clear-headed and full of energy and enthusiasm for her job. She must find out what kind of shoes are best adapted to her needs when she must stand nearly all day. Wrong shoes cause headaches and backaches. She has no right to go out evenings, and come to work mornings tired and sleepy because of late social affairs of the night before. Good health is part of a saleswoman's capital. She cannot compete with others for increased salary unless she obeys health rules. There are more girls going into stores in the big cities than there are girls into office positions. The former jobs offer greater opportunities for advancement than the latter. The successful saleswomen of the future will not look at customers as trouble makers, but will try to rival their fellow clerks in efficiency of service, looking to promotion."

John H. Gray, University of Minnesota:—

"We shall never make great progress in commercial education, any more than we have in industrial education, until we cultivate the co-operation of the business world and learn once for all that our educational system is not a side-show, but is an integral part of our business, professional and community life. We should have the continuation classes which the survey shows the need of and these courses ought to conform to the general plan adopted by the Dunwoody Institute in its arrangements with the various industries for taking on the students for what is practically an apprenticeship system before such students can get their diplomas. These courses ought to have the constant and official advice of employers and employees.

"The child has no opportunity either by observation, association or formal instruction to learn how the vocational life of the nation or any part of it is conducted, what preparation is required to enter upon it, and what are the elements that conduce towards success therein. He hangs onto the old-fashioned school courses a certain length of time and then is hurled off

into this whirl of complicated machinery with no idea of what it means and how he is to connect himself with it successfully. This lack of contact with older and skilled persons, this lack of serious conversation, this lack of opportunity to observe economic processes, is so complete that our sympathy should go out to such a lad as it goes to the natural orphan.

"Education must become more and more extended in time, more complex, more specialized and above all, more expensive. Exclusive association of growing children with growing children, supplemented by a slight contact for

a part of the year, for a few hours a day, with a few unmarried women teachers, in the elementary schools, can hardly be considered an adequate preparation for vocational life in the twentieth century. The public schools in the long run must carry the major portion of this new burden. This system of education must be so great in extent, so significant for our life, and involve so large an outlay as to make it unreasonable to expect that the need can ever be met by any organization or agency that does not in fact represent all of the people."

ATTITUDE OF THE AMERICAN FEDERATION OF LABOR TOWARD INDUSTRIAL EDUCATION

BY SAMUEL GOMPERS

If ever industrial education was essential it is essential today. We cannot turn back the wheels of industry, but we can make the knowledge and the effectiveness of the workers such that they will have some comprehension of the entire article produced and of every branch of the production.

In this work I have sometimes felt that the presumption is always against labor—that it is always assumed as a matter of course that labor is by a sort of "natural depravity" and strange blindness, opposed to everything, including everything that is for its own best interests. Sometimes it is assumed that this opposition is due to a pernicious temperament on the part of labor leaders, and sometimes that it is due to simple ignorance and incapacity to understand complex social conditions. The workers are essentially honest and sincere, and the degree of their ignorance is not so great as the presumptuous and supercilious often assume it to be.

Organized labor does not oppose the development of industrial education in the public schools. Organized labor is eager to co-operate actively in instituting industrial education in our public schools. The workingman has too little time, and can therefore take but little interest in any other sort of education.

Organized labor has opposed and will continue to oppose some enterprises which have been undertaken in the name of industrial education. It has opposed and will continue to oppose the exploitation of the laborer even when that exploitation is done under the name of industrial education. It may continue to regard with indifference, if not with suspicion, some private schemes of industrial education. With regard to such enterprises where they are instituted by employers, with a single eye to the profit of such employers, organized labor is from Missouri—it will have to be shown that the given enterprise is not a means of exploiting labor—a means of depressing wages by creating an over-supply of labor in certain narrow fields of employment.

Organized labor cannot favor any scheme of

industrial education which is lop-sided—any scheme, that is to say, which will bring trained men into any given trade without regard to the demand for labor in that trade. Industrial education must maintain a fair and proper apportionment of the supply of labor power to the demand for labor power in every line of work. Otherwise, its advantages will be entirely neutralized. If, for example, the result of industrial education is to produce in any community a greater number of trained machinists than are needed in the community, those machinists which have been trained cannot derive any benefit from their training, since they will not be able to find employment except at economic disadvantages. Under these conditions industrial education is of no advantage to those who have received it, and it is a distinct injury to the journeymen working at the trade who are subjected to a keen competition artificially produced. Industrial education must meet the needs of the worker as well as the requirements of the employer.

I can see that in some respects the most difficult task before industrial education is that of maintaining an equilibrium of supply and demand of efficient artisans, an equilibrium as nearly perfect as is physically possible. How shall this most difficult problem be solved? How shall such an equilibrium of labor supply and demand be maintained and industrial education entirely freed from any suspicion of working injury to labor by causing a maladjustment of supply to demand?

There is in my opinion only one way in which to avoid this difficulty, only one way in which to avoid the danger of working serious injury to labor—working injury in spite of the very best intentions to benefit labor. The only way to avoid working an injury to labor under the name of industrial education is to find out what is the demand for labor in a community. Industrial education should be in every instance based upon a survey of the industries of the community—upon an accumulation of facts regarding the employments in the community. Upon such a basis the public schools may

properly proceed to provide for the particular industrial needs of the community, and with such an accumulation of data in hand there can be no excuse if industrial education does not prove to be of undoubted benefit to labor and to the community.

Industrial education comes close to the life and happiness of labor. It involves the means of livelihood for the workingman. The test of efficiency of industrial education is wage-earning power—not simply increase in efficiency of labor to produce. It is perfectly possible for industrial education, even when provided by the public schools, if it is not organized with regard to the industrial needs of the community, to increase the productivity and efficiency of certain groups of labor and at the same time reduce the wage-earning power of the laborers in those groups. There is nothing mysterious in this. It would result from the working of a universal economic law. To the extent that industrial education is not precisely adapted to the needs of the community, it will tend to have exactly this result, namely, it will increase the productive efficiency of certain groups of labor and by bringing into those groups an over-supply of labor will tend to economic deterioration.

Isn't it absurd to suppose that labor wants our public schools to go on in the future, doing as they have done in the past—teaching culture of a medieval type, a culture that has little bearing upon the life and welfare of the working people? Why should workingmen oppose a modification of the curriculum of the public schools to make that curriculum serve more fully the needs of workingmen? I can assure you that no disposition will be found anywhere among workingmen to oppose this effort to make our schools more democratic in serving the real bread-and-butter needs of the community.

Organized labor has always opposed and will continue to oppose sham industrial education, whether at public or at private expense. It has opposed and will continue to oppose that superficial training which confers no substantial benefit upon the worker, which does not make him a craftsman, but only an interloper, who may be available in times of crisis, perhaps, as a strike breaker, but not as a trained artisan for industrial service at other times. Industrial education must train men for work, not for private and sinister corporation purposes.

I challenge any one to produce evidence that organized labor has at any time, or in any instance, ever opposed, or failed to support the institution of industrial education in the public schools.

The efficient worker produces more, and by virtue of his efficiency makes for a higher economic, industrial, commercial and social development. I believe that the welfare of labor depends to a very large extent upon the development of industrial education, and that the

welfare of the employer and of the community is equally involved with that of the workingman. In the matter of industrial education there is absolutely no controversy between labor and the employers of labor—provided always that the industrial education is what it purports to be, industrial education, organized by the public schools for the benefit of the youth of the community. Organized labor represents the fathers and mothers of these youths, and the fathers and mothers are not going to oppose the best interests of their own children.—Address, 1914.

ROBIN ADAIR

The very oddest boy I know
Is Robin Adair with his head of tow,
And his big bright eyes where the questions grow.

For this very same boy is asking "Why?"
From the time that Morning paints the sky
Till the sleepless stars come out on high,—

Why is oatmeal healthy and candy good?
Is it always naughty to do as you would?
And would you be an angel if you could?

Why does the sun sleep back of the trees
At home when in summer he takes his ease
All night in the rocking bed of the seas?

Why is it bad for boys to fight
And for soldier men so brave and right?
Why do I love you best at night?

Why do the oaks and elms stand tall,
And the apple trees do the work for all,
With their gnarled old branches ready to fall?

Why does a great, strong gen'leman ride
In a carriage, handsome, and soft, and wide,
And a tired old woman walk by its side?

Ah! Robin, I'll neither laugh nor cry,
But I'll teach you a secret deep and high,—
The grown-up children keep asking "Why?"

And the answers are somewhere, safe and fair,
Beyond the stars and the starlit air,
For men and women and Robin Adair.

—Frances Ruth Robinson.

KIPLING'S HALF CENTURY

Rudyard Kipling is fifty, and the greatest literary force in the world. Perhaps he is written out, or too padded with prosperity to be keen, as he was in his wonderful youth.

He is the largest living example of the man of letters who not only deserved to succeed, but succeeded. He is a great writer who has been rewarded commensurately with his deserts.

Everybody knows what he has written and has some notion of the quality of his writing. Consider the quantitative effect of what he has produced. No writer in English since Dickens matches Kipling as a positive practical force.

We scarcely realize the revolution Kipling has wrought, both in manner and in substance of thought and feeling.

As impressionist in prose, he followed a school of elaborate carefulness, of picked-out detail, of Howells and Hardy in realism, of Stevenson in romanticism. As singer of rag-

time verse he followed Tennyson, and has been contemporary with the neo-Tennysonian, Stephen Phillips, who died but yesterday. We say rag-time—the adjective is scarcely fair to Kipling, but serves to bring out our point.

The convictions that Kipling proclaimed, the perceptions he had, were opposed in character to those in vogue when he jumped into the arena. For he was not Victorian, although very English. And the response he received came first from the frontiers and then from the new youth at the centres who were revolting, as is the manner of youth, from the conventions in which they had been reared.

But within an hour, as it were, he had overturned forms and sentiments, set new fashions in Goth, and instigated the imitations that are still being turned out.

Revolutions on the continent are born in the capitals or are nourished therein. The revolutionists may arise from the slums, but at least they go up from the provinces to Paris, or Munich, or Berlin, or Moscow, or Rome, or Milan. The revolutionists of the English-speaking world, however, get their freedom from the frontier frequently: Mark Twain and Bret Harte came from California, as Kipling from India.

The English-speaking world, in fact, is the only civilization that enjoys a frontier—not a military frontier like the French one—but a real frontier. And that frontier is spread all over the continent.

An interesting discussion would be, the literary effect of the frontier on English literature.—*Minneapolis Journal*.

EDUCATORS AS I HAVE KNOWN THEM—(XVIII.)

BY A. E. WINSHIP, EDITOR

THE INDIANA GROUP—III

(Concluded)

The present presidents of the three great state institutions at Bloomington, at Lafayette and at Terre Haute, William L. Bryan, William W. Parsons and Winthrop E. Stone, have made noble records and are distinguished successes.

Under their leadership all old-time prejudices and rivalries have disappeared. Each is a leader both in his institution and in the state, and these institutions are eminently vital in actual leadership in the public schools. Of these I have chanced to know most of the public school service of Purdue University, whose bulletins and extension work have national significance.

Indiana has sent out many men who are prominent in various parts of the Union. Hon. Robert J. Aley, one of the most eminent of Indiana's state superintendents, now of the University of Maine, is high in the official counsels of the National Education Association. Calvin N. Kendall, State Commissioner of Education of New Jersey and long superintendent of Indianapolis, is one of the foremost educational leaders of the country. Henry L. Wilson, superintendent of Topeka, is recognized as one of the ablest of the young men when it comes to dealing with troublesome problems theoretically and practically. Charles S. Meek, superintendent of San Antonio, is better known for the most unusual achievements at Boise. John W. Carr of Bayonne, New Jersey, has been president of the Department of Superintendence and is widely known for his notable study of the salary question and other national issues. Otis Hall is in State Extension Work in Kansas, which honor came to him because of his leadership in consolidation. Dean G. A. W. Luckey of the Graduate School of Education of the State University of Nebraska and president of the

State Teachers' Association, is one of the clearest professional thinkers of the day. Fassett A. Cotton, for six years state superintendent of Indiana, for the past seven years has been the very successful president of the La Crosse, Wisconsin, State Normal School. These are a few of the many men who have gone out into the national arena.

It is not the purpose of these reminiscences to speak of the eminent men and women now in the game, such as State Superintendent Charles A. Greathouse, Superintendent J. G. Collicott of Indianapolis, Nebraska Cropsie, Mrs. Julia Fried Walker, Miss Anna Willson, Georgia Alexander, Superintendent L. N. Hines of Crawfordsville and the host of county superintendents like Richard Park and Lee Driver, John F. Haines and F. F. Heighway, but I should be recreant to my joy in friendship did I not speak of T. A. Mott, now of Saginaw, but long of Richmond, where he early started many phases of progress which are now universal. He pioneered as many things as any man of those days.

Indiana's denominational colleges have always been doing great things by developing men. It was DePauw of Greencastle that gave Bishop Hughes to the Methodist Church. It was at Vincennes University that A. H. Yoder, now of the Whitewater, Wisconsin, State Normal School, made his early reputation, and at Danville, Jonathan Rigdon, the grammatical expert, was best known. Earlham College boasts of President Kelley's state recognition as Hanover does of the prominence in educational counsels of President Millis.

There will be written large on the page of educational inspiration and achievement the names of Henry B. Brown and O. P. Kinsey of Valparaiso University, an institution which has started ten thousand boys in scholastic and educational careers who else would undoubtedly have been mute inglorious Miltons

THE LEAGUE OF TEACHER-MOTHERS

BY ELLA FRANCES LYNCH

Bryn Mawr, Pa.

Of the criticisms directed against our national school system, many are entirely out of place, pertaining to instruction that belongs of right in the home, at the mother's knee, and not infrequently across that motherly knee.

Upon the teacher's head falls the blame for many if not most of the defects of our school system. Though driven to undertake more than she can by any possibility carry out, yet the bitterness and the blame of failure are hers. Whose the responsibility?

First, the parents who neglect their plain duty to give the child the right foundation before sending him forth to the school. Parents have been led astray to delegate their most sacred responsibility to the public school, alias the state. Unwittingly they have accepted one of the most pernicious principles of communism, that the children are not owned by the parents, but by the state or community.

Second, the school. Because the school confuses its proper and exclusive function, which is to instruct, with the mission of home, church, school and universe, which is to educate, the school endeavors to take unto itself a ramified enterprise, with consequences akin to those that ever befall a mortal's assumption of divinity,—confusion.

As a remedy, co-operation between home and school is highly recommended. The right kind of co-operation is that by which the home resumes its hereditary obligations to give the child the right start by establishing correct habits and instilling respect for the law, and by giving the elementary training that enables him to enter the classroom equipped to profit by the teacher's instruction.

If we would effectively reconstruct our public school system, let us begin where all true reforms begin, at the bottom, not the top. *Start the child right.* And while more than this is admittedly needed, at least this is needed.

But the right start must be made in the home, long before it is profitable or permissible for the child to enter school. The foundation work is most difficult to give in school, yet unbelievably simple in the home, where the young beginner is a member of the family, not one-fortieth of a class.

Between the years of three and seven, every child should be given a short period of instruction daily, to get him in the habit of learning, to teach him the simplest elements of knowledge-getting, to open his mind to a liking for literature and to give him a vocabulary that creates ideas.

Here, then, lies the mother's unparalleled opportunity. Not only can she shorten the ele-

mentary school course by home teaching, but she gives the child the true foundation for study, which he cannot gain in the classroom from the most capable and willing teacher.

Perhaps it will be urged that home teaching is unprofitable to the child unless he be taught by the methods that the school employs; indeed, that the old-fashioned teaching may even prove a drawback to him in school.

The mission of "The League of Teacher-Mothers" is to make mothers capable of teaching their own children so that they will not only not be handicapped, but will enter school ready for real work, ready to understand the teacher's assignment and command, fresh—ready to make notable progress, that will spur them to fresh effort.

While it is true that children well-grounded at home are difficult to grade in school, yet this unevenness has its distinct advantages and is being accepted and provided for without embarrassment in many public schools.

Now that parents have become aroused to the pressing need for home teaching, not only as a means of restoring dwindling parental authority and strengthening home ties, but in order that the children may be successfully educated, the time has come to form a league of mothers willing to undertake this task. Towards this desired end, earnest women are working, not only throughout our own country and even in harassed England, but from Alaska to the Andes mining towns, from Australia to Japan and the heart of China. Each mother who has experienced the satisfaction of teaching her own little child, wants to share the good work with other mothers and so help all childhood.

Teachers are helping. Realizing the impossibility of giving the right start simultaneously to a score or more of new beginners, they point out to mothers that even ten minutes a day is more time than can be given the little individual in a crowded classroom, yet that it is the individual good that should be considered. The great problem of all time is the problem of the human individual. All the real work of the universe has been done by individuals. "The world do move," but it does not move in masses. The speed of an army with even ranks must be the speed of its slowest members.

"The strong shall wait for the weary, the hale shall halt for the weak,
With even tramp of an army, where no man breaks from the line."

This is not the plan for human progress. No, rather let us have:—

"Fair play for all men, and their share of light,
That they may grow up to the topmost height
Their souls can master."

A NATION-WIDE CAMPAIGN FOR BETTER RURAL SCHOOLS

BY J. L. MCBRIEN WASHINGTON, D. C.

Specialist in Rural School Extension, United States Bureau of Education

The Secretary of the Interior, in his annual report for 1915, sounds a clarion call for a nation-wide campaign for better schools, with especial reference to the improvement of the rural schools. For a Cabinet officer to take such a bold stand gives new hope to the friends of rural education.

In funds, in length of term, in equipment, in buildings, in administration and supervision, in courses of study, in efficiency of the teaching force, and in salaries paid, the superiority of the city schools is far above that of the rural schools. Secretary Lane declares: "An ambitious people will go where education can be had for their children. There is no sense in talking of the charms of country life and the independence and dignity of producing from the soil if the school at command is no more modern than a wooden plow."

The Bureau of Education (one of the several Bureaus of the Department of the Interior), through its commissioner, launched a nation-wide campaign for a more efficient school system, with especial reference to the improvement of the rural schools, on November 17, 1915, at Nashville, Tenn. President Bruce Payne of George Peabody College for Teachers presided. Delegates were in attendance from over thirty states. Commissioner Claxton, in the principal address of the Conference, took for his subject, "A More Efficient School System." He stated that the purpose of this campaign for better schools is to bring equal opportunity of education to every boy and girl in America, in the country as well as in the town. The commissioner pointed out the necessary agencies as follow:—

A school term of not less than 160 days for each child.

A sufficient number of teachers adequately prepared for their work.

Consolidation of rural schools with an average area of about twelve square miles for each school.

Teacher's home and a demonstration farm from five to fifty acres as a part of the school property.

An all-year session adapted to local conditions.

A county library with branch libraries at the centres of population, with the schools used as distributing centres.

Community organization with the schools as the intellectual, industrial, educational and social centres.

A modern high school education for every boy and girl in America in the country as well as in the town.

This program was unanimously endorsed by

the hundreds of delegates in attendance from over thirty states, among whom were many leading educators, business and professional men.

A national committee was appointed to inaugurate ways and means for carrying the commissioner's program into successful operation. This committee will meet at Detroit in February during the session of the Department of Superintendence of the National Education Association.

The commissioner's program was endorsed by the faculty and students of the West Tennessee State Normal School, Memphis; by a state conference of educators, business and professional men at Conway, Ark.; by a conference of the state demonstration agents at Little Rock, Ark.; by the Texas State Teachers' Association, over 2,000 strong, at Corpus Christi; by a state conference of educators at Austin, Texas; by the faculties and students of the State Normal School and the State College of Industrial Arts, Denton, Texas, and by the faculty and students of the State Normal School, Edmond, Okla.

The Bureau of Education and the Southern Conference for Education and Industry, the latter comprising fifteen Southern states, contemplate a co-operative constructive campaign for better schools in these states. This will include a campaign for a county force, for a wide-awake, progressive county superintendent of schools in every county, a sufficient clerical force to give the superintendent time for supervision and field work, also an assistant to the county superintendent, devoting entire time, twelve months in the year, to the improvement of methods of teaching, and to the advancement of school interests. The county employing the above force permanently will be placed on the 1916 "Conference List." When a county thus organized has five rural centres the county will be placed in Conference Class "A." A rural centre includes (1) a school with term of not less than 160 days, and with a corps of at least a principal and two assistants, one capable of teaching agriculture, another domestic science and another who is an efficient primary teacher; (2) a school farm from five to fifty acres, which is the demonstration centre, used as a practical illustration for the community, (3) a teachers' home, a part of the school property, (4) a community savings and loan association, (5) an active Community League of at least three associations or clubs with joint session at least three times a year.

Secretary Lane is certainly conservative in his estimate of \$100,000 a year for two or three

years, with which to conduct a nation-wide campaign for rural schools.

In the language of Secretary Lane, we make "bold to express the hope that no other policies of this government may be allowed to stay the internal development of this country." While no patriotic American will ever stand in the way of adequate preparedness for the nation's defence, the question of what it takes to constitute adequate preparedness is one upon which honest people may honestly differ. According to Secretary Lane, "Education is indeed our foremost industry, from whatever point of view it may be regarded." Edmund Burke declared it to be the chief defence of nations. Edward Everett said: "Education is a better safeguard of liberty than a standing army; if we retrench the wages of the schoolmaster we must raise those of the recruiting sergeant." The teachers of America are the chief defence of the nation.

HIGH SCHOOL ADVISER SYSTEM

BY R. H. JORDAN

[West High School, Minneapolis]

Although for years there has been a system of supervision of pupils in Minneapolis High Schools, through the medium of room principals, having in charge from fifty to 200 pupils each, the frequent change in personnel and the large groups of pupils left much to be desired. Accordingly, in the year 1912-1913, a change was made in the West High School, by which each teacher in the building was to assume responsibility for the recitation class coming each day at the first period in the morning. This seemed a step in the right direction, and at the opening of the year 1913-1914, it was decided to adopt a definite plan, by which each teacher assumes responsibility for a group of pupils at the time of entrance to high school, and continues to act as adviser for the same group, if possible, until graduation. In order to secure an unprejudiced point of view, it is deemed desirable that the group be one which does not immediately recite to the adviser at the time of entrance. The group in the beginning numbers thirty as a maximum. No group is discontinued, that is, transferred to another teacher, unless the number falls below ten, and not even then, if the teacher is not needed to assume charge of a group of beginners. As time goes on, and individuals become retarded, they are not transferred, but are retained with the original adviser. Pupils entering from other schools or cities are assigned to groups as near their proper classification as possible, where vacancies occur.

The adviser assists in the choice of subjects for the pupil, makes out his program each semester, assumes charge of his monthly report card, and becomes the medium of communication with the parent with reference to his progress in school, gives vocational advice and in general acts as the name would indicate. The adviser can frequently adjust differences between the pupil and a teacher without referring the

same to the principal; he is able to come so closely in touch with the advisee, that he is frequently the means of saving the pupil from leaving school, and of adjusting his course so that he is developed into an interested student.

The system has an advantage in bringing the teacher into closer touch with the entire school curriculum and problems. He is forced to know a good deal about the course of study, and about the problems of departments other than his own. He is also forced to interest himself in the problems of the pupil to a much greater degree than when he was interested only with those who recited to him each day. Of course it is true that some teachers are not entirely fitted to act in the capacity named. But this number has proved much smaller than was anticipated, for even with those teachers who were most antagonistic in the beginning, the plan has taken hold surprisingly, so that their interest in the young people has quickened more than was thought possible. It is certain that even with the advisers least fitted for the work, the pupil is receiving at least as much attention as he did under the former system. On the other hand, the interest of the teacher in the pupils reciting to him has not diminished, but rather has been quickened. And the natural routine of the principal's office continues as before, save that the detail of adjusting programs, minor differences, and the like, has disappeared, giving more time for the checking of the more important items which go to supplement the advisers' work. In this the attendance clerk of the office plays an important part.

For a plan which has extended over only two years, any figures are of course not to be given too much weight. Yet they may fairly be said to indicate the trend of affairs. We would not look for any very notable differences in totals, in any case, in view of the fact that we have not passed from a totally unsupervised school to an entirely supervised one, but have simply substituted a more efficient system. However, we find the following records:—

During the school year 1913-1914, the number leaving school, excluding those who moved from the city, was 154, with a total enrollment of 1,509, and of this number, eleven cases were unexplained, and the reason never determined.

For the year 1914-1915, the number leaving was 140, with an enrollment of 1,530, and of these, only three cases were unexplained and the reason never determined.

At the opening of the year 1913-1914, 171 pupils who were enrolled the preceding June did not return. Of this number, forty-seven left the city, leaving 124 who left for other reasons. There were twenty-five of this number about whom no information could be secured, and the reason for leaving remained unknown.

At the opening of the year 1914-1915, 118 pupils did not return who were enrolled in the preceding June. Of this number, thirty-two left the city, leaving eighty-six who left for

other reasons. There were two of this number about whom no information could be secured.

There may of course be a variety of causes for the lessened number of those who left school; but it is fair to presume that the influence of the adviser was one of the contributing factors. The figures really significant are the thirty-six cases unexplained in 1913-1914, as against the five unexplained in 1915. It is very evident that the interest of the teacher in his charges has been wonderfully intensified.

The year just closed has been marked also by an increase in the relative number of pupils promoted, by a very marked decrease in the absence and especially in the tardiness. It is

felt that the influence of the advisers is one of the potent causes for this improvement.

One development to be noted is also the plan by which the adviser system has been associated with the students' executive board, which is the self-governing council of the school. This plan, while in operation for only a short time, seems to give promise of wonderful success.

Altogether, if testimony of parents, pupils and teachers, given spontaneously and unanimously, be worth anything, if the indications of the records be at all justified, and if the impressions of supervisors be of value, the plan now in operation is the best that has been tried in the five high schools of Minneapolis.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

MILLEDGEVILLE, GEORGIA

It is not often that I now enjoy the luxury of seeing for the first time an important American city of which I have always known. In all my student days and in all my teaching of geography, the capital of Georgia was "Milledgeville on the Oconee River," and in my subconscious mental activity it is still the capital.

The story of the way the seat of government slipped away from Milledgeville in 1868 is one of the tragedies that came in the wake of the Civil war. We cannot tell the story wisely and well here, but it is worth anyone's learning who has an interest in the mistakes of tradition.

Now the famous state house is a military school and public high school, and the governor's mansion is the residence of Dr. M. M. Parks, president of the Georgia Normal and Industrial College, in which are enrolled 700 students with a list of 1,000 applicants who could not be received for lack of room.

We have never seen 700 students occupying such restricted dormitory quarters, and not even Valparaiso or Winthrop College can boast better board or more for the money than these young women get,—room, fuel, lights and table board for nine months for \$99, and no increase in war times.

In seven years no student has been sent home because of infraction of the rules or of conduct unbecoming a lady. Where is this equaled?

The faculty is as educationally and professionally alert as can be found in any state in the Union. Twenty of the faculty have graduated or studied at Columbia University, three at the University of Chicago, two at Harvard, one at Yale, three at Dartmouth, one at Johns Hopkins, five at the University of Tennessee, five at Peabody College of Nashville, and one or more at the University of Illinois, University of Virginia, University of Michigan, University of Georgia, Pratt Institute, New York City, University of City of New York, Winthrop College, New England Conservatory of Music, University of Kansas, Massachusetts Agricultural College, Wesleyan Female College, Menomonie, Wisconsin (Stout Institute), Iowa State College and State Normal Schools at Oswego and Oneonta, N. Y., Ypsilanti and Kalamazoo, Mich., Edinboro, Penn.

But after everything has been said about the material equipment, the marvelous growth and the scholarly rank of the faculty, the real climax of achievement is the spirit of the course of study, which is more in keeping with the glow and glory of the Pacific Coast than of the traditions east of the Mississippi.

From start to finish the slogan is "Education that educates the young women of Georgia for the life they will live as women in the twentieth century."

I wish I dared to hope that President Parks and his faculty can withstand the influences of the traditional standardization that forgets that women are women, and that Georgia is not Massachusetts or New York.

If you would be a man, speak what you think today in words as hard as cannon-balls, and tomorrow speak what tomorrow thinks in hard words again, though it contradict everything you said today.—Ralph Waldo Emerson.

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NATIONAL CHILD LABOR BILL

The Keating Child Labor bill passed the National House of Representatives by a vote of 337 to forty-six. Only one vote against the measure came from the North, Richard Wayne Parker of New Jersey. Several Southern members voted for the measure, noticeably Mr. Abercrombie of Alabama, former state superintendent and president of the State University. The most ardent friends of the measure did not hope for any such majority as this.

The Keating bill makes it unlawful for a producer or a dealer to ship in interstate commerce goods which are produced wholly or in part in mine or quarry by children under sixteen years of age. If manufactured goods, they are debarred from commerce between the states if made in whole or in part by children under fourteen or by children under sixteen employed more than eight hours a day or by children under sixteen employed at night.

GIVE THE BUREAU A CHANCE

The Bureau of Education of the United States is asking for an increase of nearly \$100,000. It states definitely what it wants this money for.

Estimates submitted for the fiscal year 1916-1917 are for about \$217,000, an increase of approximately \$97,000 over the amount for the current year. This includes an increase of \$38,150 for the investigation and promotion of rural education, industrial education and school sanitation and hygiene; an increase of

\$5,040 for the promotion of school and home gardening in cities, suburban communities, and manufacturing towns; an increase of \$5,000 for traveling expenses of members of the Bureau; and the following new items: For specialists in city school education, \$10,500; for the investigation and promotion of the education of exceptional children, \$8,800; for an assistant commissioner of education who shall be a specialist in secondary education, \$4,500; for specialists and assistants in secondary education, \$5,000; for specialists and assistants in commercial education, \$10,500; for specialists and assistants in education of civics, \$4,800.

The school people must be urgent in this demand. They cannot hire lobbyist lawyers. They cannot go to Washington and interview the Congressmen and Senators.

They cannot depend upon fanaticism or the zeal of reformers. We have no thought of criticizing the zeal of the champions of any cause. We can but notice the difference between the advocates of suffrage and anti-suffrage, of saloons and anti-saloon sentiment, of labor and anti-labor legislation, of child-labor and anti-child labor and the friends of the Bureau of Education.

The amount of money at the disposal of the Bureau aside from Alaska reindeer and printing was little more than \$100,000. This is but one-fifth as much as was placed at the disposal of the Walsh Committee on Industrial Problems.

There is no greater national scandal than the petty sum voted for the Bureau of Education in a country that pretends to believe in education.

The Department of Agriculture spends more money for education than has the Bureau of Education itself. Far be it from us to suggest less for education under the direction of the Department of Agriculture. No money is used to better purpose, but we do protest that the Bureau of Education should have a fair chance to show what it can do when it has something to do with.

Write to your Senator and Congressman at once.

MINNEAPOLIS SURVEY

The 700-page report of the Minneapolis Survey which was the basis of the discussion of the ninth annual meeting of the National Society for the Promotion of Industrial Education, January 20-22, was the outgrowth of a survey made according to a written agreement signed April 1, 1915. Four members of the executive committee of the survey were to be

appointed by the society to act with Superintendent F. E. Spaulding, a local representative. The survey began May 1, and was completed September 1. The report went to press December 20.

The expense was \$8,000 of direct appropriation and services rendered without direct cost to the committee of about an equal amount.

It was an exceptionally efficient survey, and the report as valuable as it could be in one large volume. The day of the one-volume report should now pass, and the Cleveland plan of handy special reports come into favor. Minneapolis as a manufacturing city gets the greatest possible advertising and promotion through the report.

"According to the United States Census for 1909 the value of the annual per capita output of all employees in its manufacturing lines is greater than that of any other city in the country, if not in the world, being \$4,880 for each employee. This is also true as to the per capita for each of its wage-earners, which is \$6,140. Minneapolis stands second among all the large cities of the country in the value added by manufacture for each wage-earner, \$2,110.

"The industrial census taken by the Civic and Commerce Association shows that in 1914 there were engaged in manufacturing lines 1,431 establishments having a total of 41,052 employees. Of these, 6,764 were salaried employees and firm members and 34,288 were wage-earners, including 28,205 males and 6,083 females. One hundred twenty-three separate and distinct lines of industries were represented, of which six employed more than half (20,805) of all the persons engaged in manufacture.

"These were, in the order of product value, flour, lumber and timber, foundry and machine shop, printing, car construction and repair, and baking; and, in the order of number of employees, foundry and machine shops, flour and grist mills, lumber and timber, printing, car construction and repair, and baking. These six lines together covered 577 different establishments, employing 20,805 workers. Their combined output had a value of \$111,811,000, the total value of all manufactured products having been \$165,405,000.

"Thus far the public schools have not devoted their attention to the industrial worker. With the exception of the trade courses in the Girls' Vocational High School, recently established, and a few evening classes carried on by various agencies, the whole field of serious trade and technical training is yet to be developed. There are agencies enough, as a whole, for giving commercial training for the ordinary office worker. Too many of them, however, are private schools and require the payment of large tuition fees.

"The large attendance upon these private schools of all kinds shows a need for additional facilities for training of this character by the public schools. The fact that last year more than 7,000 students in the city were enrolled

in private vocational courses of all kinds, including correspondence courses, and paid tuition to the amount of more than \$300,000, is conclusive evidence of the demand for this instruction."

The survey appears to have been unusually thorough. It does not appear to have been in any degree fractious or freaky. The spirit appears to have aimed to be helpful to all concerned. The recommendations appear to be wise and feasible. The report is a reliable document which will be of value in any library.

LEAGUE OF TEACHER-MOTHERS

Miss Ella Frances Lynch, whose article on "The League of Teacher-Mothers" we use in this issue, is attempting a most important achievement, the need of which has long been appreciated, namely, enlisting mothers in the intelligent preparation of their children for the work of the schools.

We are not concerned with the details of the plan, we only hope a noble ideal will not be wrecked by criticism of non-essential details, as the Gary system is liable to be wrecked in New York City on its economic and religious side issues.

If Miss Lynch can successfully launch and promote a movement which shall be to even a slight extent general, whereby mothers will be made to appreciate their responsibility for definite and efficient teaching of their children along lines that will enable them to enter school with zest and increased intelligence for doing conventional school work she will deserve high praise.

To achieve this there must be leadership of each "League of Teacher-Mothers" which is in full sympathy with the school work of the vicinage and is abundantly able to guide the home work of the mothers so that it always helps and never handicaps the child when he enters school. The details can wait, but the inspiration for mothers to become "teacher-mothers" should not hesitate a day.

CHRISTENSEN DECLINES

D. H. Christensen, for many years superintendent of Salt Lake City, declines to be a candidate for re-election. This is most regrettable, as he is one of the masters of the art of city supervision. Few men have achieved as much by way of progress as has he.

Few men have done as much in the evolution of school buildings for the advantage of teachers and pupils, of health and comfort, as has he.

He was among the first to adapt and adopt modern ideas in the testing of exceptional children and in the application of modern theories and practice for counteracting their limitations.

He has been eminently skilful in adjusting teachers and principals to fields of greatest influence and to conditions of fullest results in service.

He has dominated educational situations that have been more complex than have been those of any other city in America. No one

else has served the city as long in this capacity, and it will be interesting to see if any one else ever does. Our admiration for Superintendent Christensen, professionally and personally, is high and genuine.

It is understood that Mr. Christensen will go into the construction business on a large scale, a business in which he was engaged as a young man. He says frankly that he resigns, not because he cannot be re-elected, but because he is tired of the everlasting nagging by a few people. When it is not one thing it is another.

Unless some way can be found to eliminate the nagging of a few mischief-makers in every community the public schools will lose other first-class men like Mr. Christensen.

DID YOU HEAR FROM OREGON?

Did you have a letter from Oregon in late January? We had several. The Governor asked every Oregonian to write to somebody not an Oregonian, and the Chamber of Commerce offered a prize to the school that wrote the most letters to the non-Oregonians. One school made a record of eighty-five per cent. of all the children and won the prize. We have decided to go. Have you? After enjoying to the full Everybody's January article on "Why is a Bostonian?" with its fact and fancy, characterization and caricature, we wish we had the wit and wisdom to write on "Why is an Oregonian?"

A UNIQUE NORMAL SCHOOL

Out in Western Kansas under the inspiring leadership of Dr. William A. Lewis, the Fort Hays State Normal School is making and breaking records. In the first place it has all the city schools as the normal training school, with the principal of the normal training school, Charles A. Shively, as ex-officio superintendent of city schools. This makes all practice work of the seniors "the real thing."

The Rural Practice School on the Reservation just across the creek from the normal school is a veritable country school.

Hays is far enough from all city temptations and opportunities to make the social centre demonstration a genuine affair. It is a work-world in these schools, the boys in the manual training department having built their own gymnasium, sixty-five by eighty-five, with twenty feet in the clear. The entire expense covering all material in this great building was but \$500. It has a floor as good as in the best gymnasiums, and it is electric lighted, the boys doing the wiring, as they have done every stroke of work. Already eight other small high schools in the state have followed the example of Hays in this matter.

But the really unique feature is the vast agricultural plant with about 7,000 acres which connects with the adjoining demonstration farm of the State Agricultural College and the Government Experiment Station, making a great plant of 10,000 acres where all sorts of demonstrations are being made and in which the

normal school students have a part. If any other normal school in America has quite such an opportunity it has escaped our notice.

GOLDEN DEEDS

Mrs. Mamie N. Thompson, Lexington, Kentucky, has a Golden Deeds book made by the first grade children each year that is really quite wonderful. The children select pictures illustrating "good deeds." In the book of 1915 there were 107 lessons, each illustrated, and each was accompanied with something that a child had said. There were twenty-nine children in the class, and twelve had but one picture and story, while one had nineteen, and several had five or more. The subjects and the picture were of the children's own choosing. In addition to the time-honored subjects such as duty, honesty and love there were subjects like encouragement, charity, courage, anticipation, loyalty, compassion, brotherly love, thrift, gratitude, perseverance, patience, appreciation, forgiveness, humane work. Of course these subjects grow out of the daily lessons which make an impression upon the children, so that they watch for pictures which will illustrate the daily lessons.

HUNTER STAYS

Superintendent Fred M. Hunter, Lincoln, Nebraska, one of the men with a vision, conscience and courage, has been offered an attractive position in Teachers' College, Columbia University, New York, but he could not leave honorably without the unanimous consent of the Lincoln Board of Education because he had recently signed a three-years' contract for \$4,000, \$4,250 and \$4,500 a year. The city has put up an elegant high school building and one of the best Junior high school buildings in the country. The work was in a transition period and it would have been calamitous for him to have left at this time.

CHARLES J. BAXTER

Charles J. Baxter, formerly state superintendent of public instruction of New Jersey, died at his home in Wilton, Maine, on Wednesday, December 29. Mr. Baxter was a native of Sussex County, New Jersey, and was seventy-four years old at the time of his death. On his eighteenth birthday he began his work as a teacher in the district schools of his native county. Later he became principal of the schools at Franklin Furnace, in which position he remained thirteen years. He was appointed state superintendent of public instruction in 1896, and continued in office until 1911, a period of fifteen years. Mr. Baxter was a master of every detail of state administration. He knew the schools and school laws and conditions in New Jersey, both locally and in comparison with those of other states. We knew him well through all the years of service, and we appreciated the genuineness of his professional devotion, and his mastery of the details of administration.

THE WEEK IN REVIEW

THE PRESIDENT'S "PREPAREDNESS" PLAN.

The President has had a cordial reception in his speaking campaign in the Middle West, and there can be no doubt that popular interest and sympathy have been stirred by his forceful presentation of national obligations and perils. Prudence requires of him a certain reserve in all public utterances at a time like this, but the real meaning of his warning words is clear enough, and they derive more significance from the fact that he is by nature no alarmist. Meanwhile, it becomes increasingly evident that the division in Congress and the country upon his preparedness policy will not be along party lines. At the recent peace-at-any-price meeting of the United Peace Societies at Washington, no less than six Democratic Congressmen waxed eloquent in their denunciations of the President's policy.

A GERMAN RAIDER AT LARGE.

The most surprising event of the week is the arrival at Hampton Roads of the British South African liner, Appam, which had not been heard from since January 15, and had been given up as lost—but it is not her arrival, but the fact that she came in, flying the German ensign and in charge of a German prize crew, that created most amazement. It had been assumed that the seas had been effectually cleared of German cruisers, but it appears that the raider which seized the Appam and brought her over from off the Canary Islands to our coast, evading all British warships on the way, sank seven British vessels besides taking the Appam, yet no word of all this havoc had been made public. The question of the status of the Appam in a neutral port offers some new problems in international law.

THE RAILWAY WAGE QUESTION.

The announcement that between 350,000 and 400,000 railway employees were voting upon the question whether a strike should be ordered if their demands for an eight-hour day and time-and-a-half pay for overtime work were not granted might well disturb the public mind, if it were certain that a strike would follow at once upon an affirmative vote. Such a strike would cripple every form of business and would work almost unspeakable disaster. But labor organizations are usually in no hurry to make themselves the open enemies of the public. They have learned that patience and arbitration are more likely to achieve results than direct warfare. Four years ago, there was a situation somewhat like the present, and the engineers of the Eastern roads voted in favor of a strike. But wiser counsels prevailed; and, when negotiations between the managers and the men failed, a national arbitration board intervened, and, after protracted hearings, concessions were made to the men.

THE BRANDEIS APPOINTMENT.

It is long since so great a stir has been oc-

casioned, in Congress and out of it, by any Presidential appointment, as by Mr. Wilson's nomination of Louis D. Brandeis of Massachusetts for the vacancy on the bench of the United State Supreme Court. That Mr. Brandeis is a Jew, and the first Jew ever put forward for that high office, enters into the matter hardly at all. Happily, the opposition to the confirmation of the appointment does not rest at all upon racial or religious considerations. It is based on the fact that Mr. Brandeis, while a brilliant man, is as far as possible from possessing what is described as a judicial temperament. He is a man of radical views and vehement expression; and definitely committed to an extreme attitude on more than one question which will come before the Supreme Court for adjudication.

A CONFUSED PRESIDENTIAL CAMPAIGN.

A new element of confusion is introduced into this year's Presidential campaign by reason of the conflicting provisions of the presidential primary systems in different states. About one-half of the states—twenty-three out of forty-eight, to be exact—have provided themselves with some sort of a presidential primary; but the regulations vary widely. Nineteen states provide for a declaration of preference, and in twelve of these the voters are required to express their choice for vice-president also. Four other states elect delegates by direct vote. The Indiana primary comes first, on March 7, and New Hampshire and Minnesota follow on March 14; ten states vote in April and six in May; while three—North Carolina, South Dakota and West Virginia—put it off until June, the last two voting on June 6, on the very eve of the Republican National Convention. The delegates chosen will have to scurry to get to the Convention in time.

A CURIOUS MUDDLE.

In New York, an effort is to be made to relieve the muddle somewhat by holding an unofficial, pre-primary convention to recommend to the voters candidates for delegates-at-large. In Wisconsin there is to be a convention which will suggest delegates, not only delegates-at-large but the whole list. In Texas, there is a peculiar mix-up arising from the fact that under the Texas law, two delegates are to be chosen from each Congressional district, and four at large. This would give a total of forty. But, under the new apportionment in the Republican Convention, Texas will be entitled to only twenty-four delegates. Each of the forty delegates therefore will have to be content with only three-fifths of a vote. The delegations from Wisconsin and Minnesota will go to the national conventions under strict instructions as to whom they shall vote for; and in Ohio these instructions are so strict that the delegates will have to vote for the first choice as long as he is in the field, and then for the second choice, even though he may not be in the field at all. These are but a few of the complications of this freak legislation.

A FLEXIBLE GRADING PLAN

[Los Angeles Normal Training School.]

That the school exists for the child has now become an axiom in the educational world. And while the normal schools accept this fact, they realize that their elementary departments must function in the training of the students who are at work in these various institutions. And so with the double duty of preparing the young teacher for efficient work and at the same time conserving the child, the organization of the training school must be effected in such a manner that it will serve this two-fold purpose.

The usual plan of school organization has a tendency to overlook the needs of the individual child. He is made a member of a class and immediately forgotten. When any problem arises that pertains to his school life it is solved in terms of class and not in those of the individual. This procedure neither fits the child for life in school nor for life outside of it. There is no place in the present scheme where his self-initiative is fostered; if it exists, the school manages to do away with it by the time he has reached the third or fourth grade except in unusual cases. Neither is he given the opportunity nor the proper encouragement to become master of himself, for he is put in a class, and he either works or does not work in that class, but he continues to live in it. The natural results of such conditions are: (1) The child can never be sure that he is right unless he has heard that particular fact stated by some other person before he himself makes the statement, for the school does not provide the means of giving him the courage of his own convictions; (2) he is not trained to get the individual independence which is the birthright of every normal child; (3) he is not provided with that forcefulness which will prove an asset to him throughout the remainder of his life.

He lacks the ability to measure either what he does do in school or what he fails to do. If one questions him as to how he is getting along in school, his reply will be one or the other of these: "Oh, all right, I passed" or "Not very well, I didn't pass." Now it would seem that much of this difficulty might be overcome by making him familiar with the particular work that he is to do, and by letting him do it as fast as he is capable. The individual children are given this opportunity in a flexible school organization.

The plan proposed is as follows:—

That the kindergarten be considered the beginning of the system, and that the children be permitted to do work both in the kindergarten and the primary department at the same time when it is deemed advisable by the teachers in charge.

The children of the first year are divided into four groups in reading and number, let us say, instead of two as was previously done. These groups may be designated as 1A, 1B, 1C, 1D.

Those of the second year form four other groups which might be designated as 2A, 2B, 2C, 2D. Instead of the first year forming a complete unit, the system is made more flexible by giving the child the opportunity of working through eight constantly shifting groups. But since this is a part of a city system where the yearly unit scheme is retained and the children are commonly transferred from one school to another, for the sake of the child, the grade element cannot be entirely eliminated. But he is for practical purposes ungraded for the period of two years although his status is easily determined should the teacher in charge be called upon for a transfer. Now if all children had equal ability to do the required work in the different subjects, this would simplify the scheme. But it is an understood fact that they do not have. And so in order to meet the needs of the individual children, there should be an adjustment room established at the end of the second year. This will afford John B., who has done exceptionally strong work in reading, the opportunity of devoting less time to reading and more time to number, in which subject his progress has not been so marked. He will only be retained in this "adjustment room" long enough to enable him to carry the work of the higher department. But if this room is to accomplish the purpose for which it was intended, it means that the individual children who are detained here until each one adjusts himself must have the closest supervision of an experienced teacher.

But for the majority of children the adjustment room will not exist. They will go from this primary department into a higher one which is made up of those pupils who are doing third and fourth year work. Here again are eight shifting groups in reading, arithmetic and the additional subject of English. The child proceeds as before. The same system prevails with the "adjustment room" at the end of the fourth for those who need it.

The fifth and sixth form another department, and it, too, has its "adjustment room." This room and possibly that at the end of the fourth year may be utilized from above as well as from below, thus serving a double purpose. In this department also there will be an increase of subjects in which the groups are at work.

The pupils are classified according to their ability to advance. The aim is to cover the work in such a manner that each child can do his work well. The scheme is not devised wholly for the rapid advancement of the bright pupils, although it is made possible for them to pass on as rapidly as they can thoroughly cover the work. But it has a greater merit in the fact that it provides for the normal advancement of the child who is slow in grasping the work of a particular subject.

This method of grouping requires divisions in the different subjects of the course of study,

although certain branches (such as art, music, etc.), may be taught to the class as a whole. It also makes it possible for a child to be in one group for one subject and an entirely different group for another. And so "the teacher may have as many groups as she deems advisable in as many subjects as she chooses." The membership of the group is not constant, for a pupil will promote himself from one group to another as fast as he has completed the required work of his present group or has shown himself capable of doing the work assigned to the next higher group.

This must all be managed and supervised by mature, sensible teachers who have a real and sympathetic interest in child life. Otherwise these disadvantages are apparent:—

1. The health of the nervous, ambitious child might be ruined.

2. The teacher might lose the personal touch with the pupils because of the frequent shifting of the group.

3. Children of slow development may be misunderstood or neglected.

4. This method may tend to bring about superficial training unless it is guided carefully.

5. It may stress the importance of tests and examinations.

But the advantages greatly over-balance the difficulties. They are as follows:—

1. It is economical. The bright pupil goes along from grade to grade as fast as he is able, thus making room in the lower grades for the admission of new pupils, thus lessening the demand for more rooms and more teachers.

2. The bright pupil, not being compelled to mark time, will retain a greater interest in his work.

3. Standards of scholarship will thus be improved, and the membership in the higher grades will be increased.

4. Because of the small groups the teacher will be able to reach individually those pupils who are weak in one subject and thus enable such pupils to advance with their grade.

5. It will simplify the problem of discipline.

6. It affords an opportunity for the child to learn how to study, and gives him time to form habits of study.

7. Since this does not require grouping in all subjects, certain branches may be taught to the class as a whole, thus retaining the advantages of having the class recite together.

And so like all other schemes it has its favorable points and its unfavorable ones. But the main objections may be eliminated if the work is rightly planned and carefully supervised, and best of all it furnishes the means of cultivating a most valuable habit, the power of independent work.

EDUCATORS PERSONALLY

Dr. Irving S. Cutter, who was principal of the Beatrice, Nebraska, High School, from which he became the state representative of Ginn & Company, is now the head of the staff of the Medical College of Omaha with a large private practice, but he so far retains his interest in education that he is president of the Nebraska Schoolmasters' Club.

Mrs. Mary G. Whiting has served on the school board of Somerville, Massachusetts, for six years and retired from service voluntarily. The school board passed extended resolutions of grateful appreciation and the Somerville Journal's editorial leader paid high and appropriate tribute to her service. Mrs. Whiting has been one of the most progressive school board members we have known in New England. We think it not too much to say that in her six years of service she set in motion more entirely new educational activities and saw them successfully established than has any other school board member we have ever known. Somerville has passed from an ultra conservative city educationally to a genuinely progressive city, and not a little of the transformation has been due to Mrs. Whiting's leadership and consistent championship. All too often such labor of love by school board members goes unrecognized.

Warren E. Eaton, long-time principal of the Harvard School in Boston, a man of much

skill and vigor of oral and written speech, was the father of Walter Prichard Eaton, one of the most attractive magazine writers of today. No young man of his age has achieved greater success in essay writing and criticism than has this son of a notably successful Boston master.

Mrs. M. L. Fulkerson, Salem, Oregon, the most uniformly and remarkably successful woman on the educational platform in the state, both in instruction and in evening lectures on "Boys Will Be Boys" and "Girls Will Be Girls," is one of the county school directors, and a local school director, so that her lecture has the ring of experience when she talks of the "Fun and Not-Fun in Being a School Director." She is the "Emil Stanton" of one of the most successful series of articles in the Journal of Education last year.

There is a certain satisfaction in writing of one's association with well-known persons, but that is as nothing in comparison with the opportunity to pay tribute to some one of whom the world at large knows comparatively little.

Down in the Ozarks, William H. Lynch has worked enthusiastically with young people for near half a century. I had met him often before he attracted my attention. I had met him at National Education Associations and in a National Political Convention. I knew him as a good fellow, as an interesting personality, but he signified little beyond that.

At a State Association meeting in one of the Southern States I was much impressed by the address of a superintendent of schools, and sought his acquaintance. Almost his first question was: "Do you ever go to Missouri?" and the next, "Have you ever met William H. Lynch?" and then he told me that he and his wife owed all they are professionally to Mr. Lynch, and told a wonderful story of the way Mr. Lynch rescued them from the oblivion of ignorance in a far-away corner in the Ozarks. I then made the most of my personal acquaintance with Mr. Lynch.

Not long after that I was at the meeting of the Inland Empire Association at Spokane. I met a physician who had come to the meeting from a small city in the Pan Handle of Idaho on purpose to find out if a man said to have a "national reputation" had ever met Mr. William H. Lynch of the Ozarks. He later

had two brothers meet me. They were all prosperous in Washington and Idaho, and they said they would still be in poverty in the Ozarks far from any town had not Mr. Lynch found them out, made them believe they could know something, do something and be somebody.

These are but two cases of which there have been several. I wish I could make my readers understand with what satisfaction I assured those three brothers that I did know Mr. Lynch, that he was still inspiring young people to make something of themselves.

It takes as much power to raise 100 pounds one foot as to raise one pound 100 feet, and there is genuine satisfaction in knowing a man who has rejoiced in the opportunities afforded to extend a helping hand to a multitude of boys and girls born in unstandardized homes away from standardized schools.

NATIONAL CONFERENCE ON IMMIGRATION AND AMERICANIZATION

A little, dark-haired, bright-eyed woman was lifted upon a chair in the big ballroom of the Bellevue-Stratford Hotel, Philadelphia, before the recent great National Conference on Immigration and Americanization. She had an American flag pinned on her dress. It was Mary Antin. "Oh, this is a good sight to me!" she exclaimed enthusiastically. "It is particularly good to find that in Philadelphia, where the Liberty Bell pealed out, they are up and doing and are pledging us, at last, the very things we came to this country seeking!"

The appearance of Mary Antin stirred the audience greatly. No wonder she terms the conference "one of the most thrilling experiences of her life." "This American world of ours seems to have been suddenly fused into a real understanding of how much we have to do in this country before all of us are truly Americanized," she declared with tears of joy.

It was a memorable conference. High government officials, noted teachers, doctors, social workers, church leaders were among those who contributed to the most remarkable symposium ever held on the alien. And the proper education of the newcomer was the most vital of all the problems presented. United States Commissioner Claxton urged education to all newcomers who are above school age; Governor Brumbaugh advised that "all the young foreigners whom we turn out of our schools should be called back for a year to be taught citizenship,—preparing for preparedness. If we can get our citizens and our industries organized, the matter of navies and armies will be of small concern." Robert Bliss of the American Library Association declared that "we must change the immigrants' point of view by teaching and inducing him to read books in English, as much of his present reading is anarchistic, vicious and immoral."

Albert Shields, New York School Board's Bureau of Reference and Research, struck the same thought as Mary Antin: "We want to get away from the idea of making immigrants into clumsy imitations of native Americans. Our methods of alien education are far from efficient," he added.

H. H. Wheaton, United States specialist in immigrant education, Washington, declared that a gigantic work in vocational guidance could be done at the ports of entry, were departments of the Federal Government

given full authority. He advocated free public evening schools, (three a week for two hours or less) with specially trained teachers and instruction in civics, English and whatever would be of practical aid to the newcomer.

It was pointed out that there are ten million negroes and thirteen million white persons of alien birth in the United States; and that 330,000 men, women and children born outside of this country, represent fifty-nine per cent. of the depositors in postal banks and seventy-two per cent. of the \$70,000,000 deposits. Since August, 1914, immigration has come to a standstill, and it has transpired that of the seventeen million foreign-born people, a considerable number are not citizens and do not intend to be.

Among the valuable results of the Conference was the formation of a National Americanization Council, for the co-operation of public and private agencies. Among the various suggestions were: A Congressional Appropriation of \$50,000 for the Bureau of Education's work in eliminating illiteracy among the foreign; a Federal picture poster of welcome to women aliens as well as to men; Federal protection for women as for men; the abolition of the head tax on immigrants; the keeping of naturalization courts open at night and Dr. Sidney Gulick's sane propositions for immigrant registration and the open door. Betterment of laws is anticipated to provide for the education of the foreigner, to guide him into suitable employment, to give him proper housing facilities, to protect him from accident and industrial diseases, and furnish accident compensation.

A great feature of the conference was the Americanization Art exhibit in Memorial Hall, Fairmount Park, showing what the state of Pennsylvania has done to develop genius among those of foreign birth or descent. This exhibit includes hundreds of oils, water-colors, pieces of sculpture and a rare display of art handicraft in iron, metal, leather, wood, glass, etc. Awards amounting to \$2,000 are offered by Mr. and Mrs. E. T. Stotesbury, Philadelphia philanthropists, who have been the chief backers of the Philadelphia meeting, and have given the new "Americanization" movement here (as was done last year in New York) the benefit of an influential background and support.

J. A. S.

BOOK TABLE

TYPICAL NEWSPAPER STORIES. By H. F. Harrington. Boston: Ginn & Company. Cloth. 297 pp. Price, \$1.60.

If ever there was a time when people should read a good newspaper, it is now; and if ever there was a time when newspapers should present the news accurately and readably, it is now. For things are happening quickly and significantly, and every one should want to live with the times.

Mr. Harrington has chosen one of the quickest ways of presenting the strong points of newspaper writing by reprinting some of the best stories the papers of the country have printed. It is doubtful if students in the sixteen schools of journalism will learn more from any text than they will from Mr. Harrington's "source book." Any one interested in newspapers finds the selections so interesting that this book of true stories is laid down as reluctantly as a book of good fiction. And if others, who read little more than the headlines of the papers, would read some of the stories in "Typical Newspaper Stories," and would glance at Mr. Harrington's brief comments on the construction and style of the stories, they would understand the charm of newspaper writing and reading.

All of the stories from the country's leading papers which the editor has selected are good; some of them are history now. They are typical stories, except that there are few typically poor ones.

By such a text as this much can be taught those who want to be newspaper writers. The theory that reporters cannot be taught much about the business before they start out on real assignments is thoroughly exploded. The principles of exposition and easy writing are quite as important as familiarity with policemen for the newspaper man of today.

SOILS' AND PLANT LIFE AS RELATED TO AGRICULTURE. By J. C. Cunningham and W. H. Lancelot (Iowa State College). New York: The Macmillan Company. Cloth. Illustrated. 368 pages.

This book is intended as a first book in agriculture for rural, grade, and high schools, and as such is of great importance in view of the largely increased interest in rural schools and rural school work that has been manifested in the last few years. The authors are teachers of botany and chemistry respectively in the agricultural course in Iowa State College. They have produced a very attractive and stimulating book, in which the pupil is led to discover facts for himself and subsequently to apply what he has learned for himself. Scattered through the earlier parts of the book are a series of exercises or experiments (forty-six in number) to be performed by the pupil, from which he is to draw his own conclusions.

The first five chapters deal with soils—how they are made and mixed, their constituents (air, water, etc.), the temperature of the soil and tillage. The chapters on "Plant Life" include discussions of seed selection and distribution, seed germination, the work of roots, leaves, stems and flowers, the formation and development of seed, the propagation of plants, and detailed treatments of various agricultural products, such as corn (fifty-three pages), the small grains (twenty-one pages), grasses (twelve pages), clovers and other legumes (thirty-five pages), fibre crops (twelve pages), fruit-growing (twenty-three pages), and vegetable-growing (eighteen pages). The book is illustrated by over 150 photographs, diagrams, and tables and is splendidly printed, with durable paper and binding. It is well worth reading, whether one is teacher, pupil, farmer or merely one of those unfortunates to whom "back to the farm" represents all that is really worth while—perhaps because unattainable—in life.

ESSAY WRITING. By Guy Kendall, M. A. New York: Longmans, Green & Co. Cloth. Price, 60 cents.

Whether it be a teacher or a student who is selecting a book on essay writing, he would do well to consider this volume. Its very smallness is an advantage: it is very concise in spite of its comprehensiveness, and the facts are stated clearly though briefly. It ranges from the sentence to the complete essay; and its most conspicuous excellence is the number and aptness of the examples cited. This is particularly true in the chapter devoted to letter writing, where the variety and excellence of specimen letters—all from the writings of famous men—deserves special commendation.

A device for emphasizing the important points is the use of very heavy black ink. Thus one is enabled at a

glance to get the central theme of any of the essays quoted. The author's treatment of this troublesome question of essay writing is helpful and stimulating. The mechanical parts of essay writing, such as sentence structure, topical outlines and punctuation, have been handled most happily. The last named is not at all slighted by coming in the back of the book and being contained in a single chapter, but is, on the other hand, treated excellently, and is an embodiment of the whole book: conciseness, clearness, good examples, emphasis of a particularly needful or striking thought.

EVOLUTION, HEREDITY AND EUGENICS. By John M. Coulter, University of Chicago.

REPRODUCTION. By Professor T. W. Galloway of Beloit College.

These books belong to a series on science for public schools. They are written in clear and interesting style, and must be of great value to both student and teacher. The farmer and horticulturist will find the one on "Reproduction" of great worth as a handbook.

The boys and girls in our schools are fortunate in having put into their hands two such valuable textbooks in fundamental questions of science. A thorough grounding in accurate knowledge of our world is a splendid beginning for life's tasks.

DIE WAHRHEIT UBER AMERICA. (The Truth About America.) By Dr. Karl L. Henning. Leipzig: Julius Klinkhardt. viii + 142 pages. Paper. Price, \$1.80.

According to the title page and preface, Dr. Karl Henning, the author of this anti-American tract, is a resident of "Denver, Colo., U. S. A." We wonder, after reading parts of it, how the worthy doctor can possibly live in such a rotten country. For him "The Truth about America" means "Half-Truths about America," or "Disagreeable Truths about America," for he mentions none of our virtues and all of our vices, real and alleged, from munitions manufacturing to sensational preaching, divorce, childless marriages, church suppers, high school immorality and even Billy Sundayism. The book is evidently intended to take away what few friends we still have among Germans. We venture the assertion that if America were Germany, Dr. Henning and all others of his stripe would be promptly boy-edded.

KEEPING PHYSICALLY FIT. By William J. Cromie. New York: The Macmillan Company. Illustrated. Price, \$1.00.

This book presents many important facts about the care and building of the body. It is really valuable as a manual of exercises for the entire family. There are chapters dealing with the needs of men, women and children, and there are concise discussions of such vital topics as the influence of mind upon health and the relations of eating, drinking, bathing, rest, sleep and fatigue to health.

TECHNIQUE OF PLAY WRITING. By Charlton Andrews. Introduction by J. Berg Esenwein. Springfield, Mass.: The Home Correspondence School. Cloth. 265 pages. Price, \$1.62, postpaid.

The editor of The Writer's Library, Mr. Esenwein, calls Charlton Andrews' "Technique of Play Writing" a full working guide of theory and practice for those who write and market plays. Such it in reality is, a very thorough exposition of the subject and plot, construction, dialogue, scenario making, devices and conventions, character drawing and so on through the subject. The author is clear in his statements and convincing.

ESSAY ON MANNERS. With Other Essays. By Ralph Waldo Emerson. Edited by Eunice J. Cleveland, Minneapolis, Minn.

HAMLET. Edited by David T. Pottinger, Thayer Academy, Braintree, Mass.

New York: Longmans, Green & Company. Cloth. Price, 25 cents each.

Two desirable additions to Longmans' English Classics, which series is edited by Professor A. H. Thorndike of Columbia University, are made with the publication of the above volumes. The volume edited by Eunice J. Cleveland, who is head of the English department of Northrop Collegiate School, includes Emerson's essays on Manners, Self-Reliance, Compensation, Nature and Friendship. The notes to both volumes are ample.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

FEBRUARY.

- 10-12: Southern Minnesota Teachers' Association, Mankato, D. S. Brainard, Redwood Falls, president.
- 11-12: Southern Wisconsin Teachers Association, Madison. E. G. Doudna, Richland Center, president.
- 12: Connecticut Association of Classical and High School Teachers, Hartford, Conn., High School. E. A. Case, Willimantic, president.
- 18-19: North Central Council of State Normal School Presidents, Auditorium Hotel, Chicago. Frank A. Weld, Moorhead, Minn., president; W. P. Morgan, Macomb, Ill., secretary-treasurer.
- 19: Connecticut Business Educators' Association, Hartford, Conn.
- 22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.
- 23-24: Conference of City Normal Schools, Detroit, Mich. James Fleming Hosc, Chicago Normal College, Chicago, Ill., chairman.
- 23-25: The National Association of State Supervisors and Inspectors of Rural Schools, Detroit, Mich. Cyrus J. Brown, State Supervisor of Rural Schools, Baton Rouge, La.
- 28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

- 4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.
- 10-11: New Jersey Council of Education, Newark.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 30: Florida County Superintendents' meeting, Live Oak. W. N. Sheats, Tallahassee, state superintendent.

APRIL.

- 6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.
- 6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.
- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gannt, Lincoln County, secretary.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

MONTAGUE. An unusual type of report has been put out this year by Superintendent Francis S. Brick of the Montague schools. It is a survey of the most profitable sort, not conducted by outside "experts" but a survey of the system as the superintendent and teachers understand it. Its aim is simply to show the parents what the basis of administration in the Montague schools is. It is clear, simple and inclusive. Occasional excerpts from the writings of leading educators show the parents what Mr. Brick and his teaching force are striving for.

MAINE.

AUGUSTA. The State Department of Education announces the following schedule of teachers' conventions and summer schools for 1916:—
Teachers' conventions: February 11, Friday, Kennebec County, Augusta; March 10, Friday, York County, Sanford; March 17, Friday, Sagadahoc County, Bath; April 7, Friday, Hancock County, Ellsworth; April 14, Friday, Knox County, Rockland; April 17, Monday, Penobscot County, Bangor; April 28, Friday, Franklin County, Farmington; May 5, Friday, Western Somerset County, Norridgewock; May 5, Friday, Eastern Somerset County, Hartland; May 11-12, Thursday and Friday, Oxford County, Bethel; May 15, Monday, Eastern Penobscot County, Lincoln; May 19, Friday, Piscataquis County, Dover; May 26, Friday, Lincoln County, Wiscasset; September 15, Friday, Waldo County, Brooks; October 26-27, Thursday and Friday, Maine Teachers' Association, Portland.

Summer schools for elementary teachers: July 17—August 4, Machias; July 17—August 4, Castine; July 17—August 4, Gorham; July 31—August 18: Fort Kent. Summer term of State Normal School: July 17—August 25, Presque Isle. Summer school for secondary teachers: June 26—August 4, University of Maine, Orono. Summer school for supervisors of music: July 10-28, Castine.

MIDDLE ATLANTIC STATES.

NEW YORK.

TROY. Mrs. Russell Sage has decided to found a branch or department of the Emma Willard School in Troy for the purpose of teaching domestic and industrial art, to be established upon the site of the former Troy Female Seminary, which she attended as a pupil.

The new school is to be known as the Russell Sage School of Practical Art, and for its maintenance Mrs. Sage has appropriated \$250,000. It is intended for young women, who will receive instruction in arts similar to those taught at the Pratt Institute, Brooklyn, and Simmons College, Boston.

NEW YORK CITY. Neighborhood playgrounds under the direction of play leaders were maintained in 432 American cities during the year ending November 1, 1915, according to the annual report of the Playground and Recreation Association of America. The number of new playgrounds obtained was nearly 1,000, bringing the total number of playgrounds now in operation up to 3,294. More than 100 cities employ 1,053 play leaders throughout the year.

In 250 cities playgrounds, like parks and schools, are administered by the municipality itself. Seventy cities maintain classes for training recreation workers.

In nineteen cities bond issues for recreation purposes were authorized, the bond issues authorized in seventeen of these amounting to \$1,363,750. In forty-nine cities neighborhood playgrounds have been given by private individuals.

Six hundred and twelve school buildings are reported in use as evening recreation centres in 136 cities. Fifty-five cities report 146 buildings set aside, and wholly given over to neighborhood recreation centres. In twenty-six cities streets are set aside for play.

The average daily attendance on the summer playgrounds in 389 cities reporting was 814,108.

PENNSYLVANIA.

LEWISTOWN. At the recent municipal election the citizens by a majority of almost two to one authorized the floating of bonds to the amount of \$100,000 for the building and equipment of a new modern high school building to accommodate the growing high school enrollment which has increased more than seventy per cent. in the past five years and now numbers 312. The directors have selected a site for the erection of the building that is within five blocks of the centre of population of the borough and that contains six acres. In addition to the building there will be laid out on this site an athletic field more than 400 feet square with provisions for all kinds of high school outdoor games. All of the borough's teachers have

Massachusetts Teachers!

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On a firm financial basis
ENDORSED BY
PRACTICAL BUSINESS
MEN

JOIN BEFORE YOU HAVE TAUGHT
FIFTEEN YEARS.

—o—
CHARLES W. MOREY, President
LOWELL.

GEORGE M. WADSWORTH, Secretary
SOMERVILLE.

The Teachers Tonic

Convenient, inexpensive, promptly effective for headache, brain-fag, nervousness, indigestion, insomnia and poor appetite.

HORSFORD'S Acid Phosphate

(Non-Alcoholic)

is just what all brain workers need. It contains the necessary phosphates to produce a nutrient and tonic effect and give tone and vigor to brain and body.

A teaspoonful in a glass of cold water with sugar, makes a delicious, refreshing drink.

An Ideal Remedy in Nervous Disorders

Rumford Chemical Works
Providence, R. I.

enrolled in the Pennsylvania State Educational Association and all are active members of the Mifflin County Teachers' Association.

T. Latimer Brooks is superintendent here.

DUNMORE. Community singing is a new form of social activity inaugurated in the borough of Dunmore under the direction of Superintendent C. F. Hoban, assisted by Mrs. Owens, supervisor of music. On the opening night 1,000 people from the neighborhood gathered together in the high school auditorium to spend an evening in singing and receiving instruction in singing. The songs sung on this occasion were distinctively the productions of the Pennsylvania authors—Steven Collins Foster, whose melodies are dear to every heart, and Thomas Dunn English's "Ben Bolt," Nevin's "Rosary" and Joseph Hopkinson's "Hail Columbia," and John E. Barrett's "Pennsylvania." Meetings of this character will be held at least once a month.

SOUTHERN STATES.

GEORGIA.

JACKSON COUNTY. Superintendent Luther Elrod of this county has joined forces with State Superintendent M. L. Brittain in the campaign against adult illiteracy.

NORTH CAROLINA.

DURHAM. President D. H. Hill of the Agricultural and Mechanical College, who has served the state, through the college, so efficiently and loyally for twenty-six years, has

resigned. In his letter to the trustees he tells of the task which awaits him in writing a history. He says: "The aged survivors of the Confederacy have asked me to write this memorial of the deeds and the sufferings of the soldiers and the people of North Carolina. I feel that I cannot decline the offered trust."

TENNESSEE.

MEMPHIS. The Memphis Commercial Appeal has taken on a new feature, a feature which papers elsewhere have taken up and found distinctly profitable, a Sunday page devoted to educational matters and school news. The quickness with which all who are interested in the schools, from whatever angle, catch on to the habit of buying the Sunday Commercial Appeal speaks for the success of the undertaking. Miss Charl O. Williams, county superintendent, and J. W. Brister, president of the West Tennessee State Normal School, have assisted the newspaper much in starting the page.

The purpose is to cover every phase of school activity—the work of the schoolroom, athletics, special entertainments, club meetings, buildings and improvements, school board items and the social life of the school and community, of which the school is rapidly becoming the centre.

ARKANSAS.

CONWAY. Superintendent J. P. Womack has put the school and teachers of this city on as high a scale of preparedness for promotion in scholarship and in life as the most progressive schools on the Pacific Coast. Here are a few of the recent

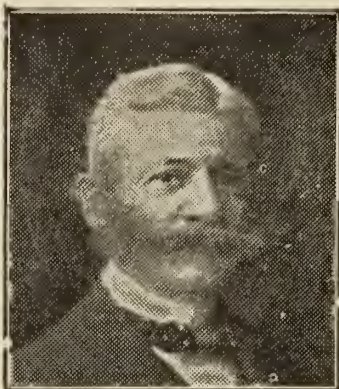
advances in educational progress: A sewing department.—Swings and seesaws for 150 pupils at a time.—Giant strides.—The beginnings of a manual training department.—A volunteer cadet corps of nine who teach a class a day each.—A school bank that pays sixty per cent. dividends annually.—Departmental work in the grades.—A self-rating efficiency scale for teachers.—A sane examination schedule.—Physical drill with victrola.—A home-work credit system.

OKLAHOMA.

OKLAHOMA CITY. Superintendent G. V. Buchanan and a committee have made the following unusual recommendations in a report to the Board of Education:—

"We recommend that all grade teachers in the system drawing monthly salaries of less than the maximum, be passed upon by a board consisting of the teachers' principal in each case, the three supervisors and the superintendent and that all such teachers who are recommended by this professional board be given at the close of the school year \$5 additional salary per month from the present date, or such proportionate part thereof as the funds then in hand may provide.

"We further recommend that the principal of the high school and the superintendent together canvass the salary situation in the high school and report such increase in the monthly salaries of individual teachers as seems just and equitable, such increases to date from the present and to be paid at the end of this school year, in whole or in such pro-



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from now until June, than it would cost to give them the

OUTSIDE AND INSIDE PROTECTION

OF THE

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THINK IT OVER—SEND US A TRIAL ORDER

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MASSACHUSETTS

portion as the funds then in hand may provide."

According to Superintendent Buchanan such a premium to be distributed at the end of the year would amount to about \$750. This will come as "prize" money to every teacher who is now receiving less than the maximum salary under the teachers' salary scale whose work is such as to make the committee believe she is deserving of \$5 additional for each month of work from last Monday night until the end of the year.

The idea is one submitted by Director Charles Harrison, chairman of the committee, and is only one of the first steps, he says, in putting the wage proposition of teachers on a strict basis of merit.

The next step, according to Mr. Harrison, will be the adoption by the Board of Education of a resolution providing for an extra month's pay for all teachers who take as much as four or six weeks' work at a normal school or college during the summer.

"This will be an incentive to teachers to better themselves all the time," said Mr. Harrison, "and I find that the larger cities which have adopted the plan have found it works admirably. A teacher working nine months in the year for a salary of \$60, \$65, or \$70 can hardly afford to spend much money in the summer for more education unless she is to receive recompense in some form or another. The extra month's salary proposed would be a proper incentive to induce her to take the extra work and bear the extra expense.

"We cannot go on forever with the old material in our schools unless we improve it. I do not believe in this plan of raising teachers' salaries according to the number of years they have been in the service. That is the wrong way entirely unless the teacher is constantly studying and improving herself. Some of the teachers in our public schools getting \$85 per month are jokes. They have held their positions for a number of years, which accounts for their high salary, but they do not know a bit more than they did when they entered the system except they have had a little experience."

LOUISIANA.

NEW ORLEANS. Twelve months' pay for public school teachers instead of nine and a half months, adequate funds for retirement of teachers and a five-mill minimum and a six-mill maximum tax are among the recommendations made by Sol Wexler to the school board in a long letter tendering his resignation as president and member. Mr. Wexler left New Orleans to join a New York banking house.

His letter of recommendation is in part as follows:—

"See to it, that the Teachers' Retirement Board is provided with adequate funds for the retirement of superannuated and mentally and physically defective teachers and principals.

"Strive continually to procure for the use of the schools a minimum tax of five (5) mills, and a maximum of six (6) mills, so that the system can be kept abreast of the times, obsolete, unsanitary and unsafe buildings replaced by modern structures, the Delgado School operated, free textbooks furnished to all indigent children, adequate playgrounds with apparatus provided, and last, but most important, that teachers be paid for twelve (12) months, instead of nine and one-half (9½) months, as at present.

"Do not neglect the negro in providing educational facilities. The welfare of the South can be greatly increased by better educational and uplift work among our negro population. Give them the rudiments of a good education up to the eighth grade, with specially selected subjects, and, particularly, teach them the domestic sciences and the vocations which will enable them to become more useful citizens and taxpayers."

The Southern Conference for Education and Industry will hold its 1916 meeting here from April 16 to 20. A. P. Bourland of Washington, D. C., the executive secretary of the conference, has organized the following service for its sustaining members:—

1. An "individual service" to supply data, progress-items, plans, etc., to aid leaders in their work for

school, college, community and county development.

2. A "community service" to aid (1) in the joint efforts of clubs and agencies for recreation, culture, marketing, savings, etc.; (2) in the work of the School Improvement or Parent-Teacher Associations.

3. A "county service" to aid in bringing about the co-operation of forces for the development of community centres, the training of teachers and in extending the work of improving and developing the schools.

4. A "college service" to bring thought and experience together (1) for maintenance and endowment plans, (2) for the organization of the elementary school, the high school, college and university to form a progressive educational course for the individual.

CENTRAL STATES.

ILLINOIS.

CHICAGO. The annual report of the Bureau of Student Employment made public at the University of Chicago shows 1,420 students, including 1,192 men and 228 women were assisted in finding positions, and the total amount earned by resident students was \$148,518—an average of over \$100 per student. In addition, seventy-four students were assisted to permanent positions, the earnings in which averaged over \$800 a year.

The grand total earned by students

Government Positions For Teachers

All teachers both men and women should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. G 221, Rochester, N. Y., for schedule showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

placed by the bureau in this one year was \$209,253.40.

The variety in the kinds of positions is shown in the fact that they range from those of athletic officials, chauffeurs, cooks, janitors, and models, to those of political workers, stereopticon operators, paper-hangers, barbers and translators.

Of the whole number, the waiters earned the largest amount, \$23,000; the clerks and cashiers the next largest, \$16,792; houseworkers and cooks next, \$14,970; and companions the next, \$14,512. Tutors got the highest rate of pay, \$1.28 an hour; while musicians were a close second, with \$1.15 an hour. The waiters averaged 27 cents an hour.

IOWA.

DUBUQUE. On the recommendation of Superintendent J. H. Harris, the Board of Education of Dubuque has engaged H. W. Anderson, a graduate student of the department of education of the University of Iowa, as a school statistician. Mr. Anderson will devote himself exclusively to work in the field of school measurements through standardized and uniformed tests like the Courtis, Thorndike, Ayers, Starch, Ballou and other tests.

The purpose of the appointment is to provide for more scientific supervision, and thereby increase the efficiency of the schools. It is believed it will make for greatly improved and much more intelligent service to the children and the teachers.

Mr. Anderson has specialized in school measurements and is thoroughly familiar with the methods and the technique of the work. He was recommended to Superintendent Harris for the position by Dr. W. A. Jessup, head of the department of education of the University of Iowa, under whom he has been working for the past two and one-half years.

To appoint a specialist in school measurements and educational statistics is a distinctly new step and Dubuque is one of the first—if not the first—of the smaller cities to enlist in the enterprise.

KANSAS.

LEAVENWORTH. Reporting on the topic of school boards Walter R. Smith, in the Leavenworth survey, makes the following recommendations:—

1. That the board be careful at all times to continue to stick to its own work—the business administration of the schools—interfering only when necessary with the educational administration.

2. That the former excellent practice of turning over the purchasing of supplies to the clerk of the board be returned to, or an expert fiscal agent be employed.

3. That a definite budgetary system be established, whereby all income shall be estimated at the beginning of the year and parceled out to meet the needs of the schools as they have been reported through principals and superintendents.

4. That the present moderate tax rate of six mills on the dollar be maintained for the running expenses of the schools, for the more liberal purchase of equipment, and for the necessary repairs and remodeling needed in some of the half century old buildings to adapt them more fully to up-to-date school work.

5. That an expert school archi-

Summer Session

SCHOOLS AND COLLEGES.

The Stout Institute

Menomonie
Wisconsin

Eleventh Annual Summer Session July 31 to September 1, 1916. Fifty-five courses in the Manual Arts. Twenty-six courses in Home Economics. First-class accommodations in dormitories for women. Illustrated catalog, 1916 Session, ready March 1. Address L. D. Harvey, President, The Stout Institute.

tect be consulted for this remodeling and for future school expansions.

6. That a definite and comprehensive plan be carefully worked out for the purchase of additional land about some of the buildings, and a certain sum of money be set apart in each annual budget for this purpose.

7. That a similar definite plan be devised for some of the expansions which all recognize will be demanded in the near future, many of which are recommended in other parts of this report.

8. Finally, that through the press, the parent-teacher associations and the various cultural and business organizations of the city, a campaign of publicity be inaugurated for the education of public sentiment regarding the needs of the schools and of the commercial and other values of meeting these needs in the building up of a greater Leavenworth.

KENTUCKY.

LEXINGTON. Some months ago when Dr. C. D. Tucker was in Florida he sent a young alligator to Mrs. David Thompson, who is the teacher in the primary grade at the Dudley School. The alligator has been a great pet with the little folks who have helped to watch over and care for it with great concern, and the saurian has seemed to like the school environment and has thrived in the Kentucky climate. Mrs. Thompson had the small pupils write compositions about the alligator and sent the papers to Dr. Tucker, the donor of the gift.

SOMERSET. Few schools can put out bulletins with the help of the finest job printing plants which equal the Somerset High School bulletin just published by the School Print Shop. It is a most elaborately illustrated pamphlet of 80 pages, with pictures which really show what is going on at this progressive school. If the Somerset School does not "fit children for life," no high school can. J. P. W. Brouse is superintendent and John B. Phillips, principal.

NORTH DAKOTA.

GRAND FORKS. Dr. Webster Merrifield, long president of the State University of North Dakota, died in Pasadena on January 22, at the age of sixty-three. Dr. Merrifield was eminently successful as president of the University and its growth under his administration will always be designated as a great era in its history. When he resigned as president he took up his residence in Pasadena, where he has been one of the foremost citizens in the promotion of activities for the improvement of the young people.

WISCONSIN.

PLATTEVILLE. There is deep grief in the community as well as the school over the sudden death of Dr. W. J. Sutherland, long president of

Girls' School FOR SALE AT SACRIFICE

Flourishing Girls' School in large city of Middle West. Established 25 years. Ill health of Principal only reason for selling. Address WINSHIP TEACHERS' AGENCY, 6 Beacon St., Boston.

Requested to recommend qualified teachers for next year. Address Paul Moss, President, DuBignon Institute Homerville, Ga. Also quote rate for three months.

S T A T E N O R M A L S C H O O L , Bridgewater, Mass. For both sexes. For catalogue, address the Principal, A. C. Boyden, M. A.

S T A T E N O R M A L S C H O O L , Salem, Massachusetts, Coeducational Department for the pedagogical and technical training of teachers of the commercial subjects. J. Asbury Pittman, Principal.

the Normal School of this city. All business houses, schools and places of public entertainment were closed for two hours during the funeral services. The faculty and students passed the following resolution:—

"We have learned to respect, admire and love Mr. Sutherland, as an able teacher, a man of scholarly attainments, of high ideals, and a friend and adviser with a thoughtful consideration for all the students as individuals. He led us in our learning, he inspired us to our best efforts, he held before us a high standard of life and gave to each of us freely his personal sympathy and assistance. We shall always miss the cheery smile, the kind word and the helping hand which was ever extended to us. We can find few words that will convey to others our sense of the fine true-hearted, courageous and broad-minded ideals for which President Sutherland stood to us, and for which he will always stand."

APPLETON. Twelve Lawrence College students have been suspended by the faculty and ten more were placed on probation as the result of what was a riot in the boys' dormitory. Upon returning from a vaudeville house, where 100 students nearly broke up the acts with yells, the boys tore down the doors, bent the hinges, rolled beer bottles downstairs and had a general "rough house" according to the president of the college.

MADISON. The State Department of Public Instruction is this year arranging for an extension of its work in answering questions, suggesting methods and plans, and generally giving educational help by correspondence.

The aims of the school service work are:—

1. To give individual professional help to teachers in service through-

TEACHERS' AGENCIES.

The Fisk Teachers' Agencies

BOSTON

2A PARK ST.

New York, N. Y., 156 Fifth Ave.
 Birmingham, Ala., 809 Title Bldg.

Chicago, Ill., 28 E. Jackson Bldg.
 Denver, Col., 317 Masonic Temple
 Portland, Ore., 514 Journal Bldg.

Berkeley, Cal., 2161 Shattuck Ave.
 Los Angeles, Cal., 533 Cit. Bk. Bldg.

The Chesley Teachers' Commission Agency

Dover, N. H.

Telephone 253-6

Supplies teachers for all grades High Schools and Colleges. Write for particulars.

out the state by correspondence, bulletins and visits.

2. To use statements of difficulties of teachers as foundation for the compiling of state educational bulletins which will be of practical benefit to teachers.

3. To direct teachers to bulletins and other helps published by this and other state departments, universities, commercial organizations, educational foundations and the national bureau, from which they may obtain free, or at small cost, useful and valuable information to improve their work.

4. For the better carrying out of our aim three, to co-operate with other state departments, universities, etc., in the issuing and exchanging of bulletin facilities.

5. To co-operate for the better carrying out of aim one, with superintendents for supervision, inspection and suggestion; with state inspectors for requested visits of inspection and suggestion; with extension officials for correspondence work; with institutes, community organizations, mothers' clubs, etc., for general community help.

6. To make, in part at least, the work of arranging, digesting and classifying material, of compiling answers to questions, and of developing questions asked into bulletins of information a supervised practical training in educational laboratory work for advanced students of education.

A member of the staff, Miss Janet R. Rankin, will take charge of this work. During the past year she has organized and conducted a school service bureau, similar in aim and method to the work described, at the River Falls State Normal School.

MINNESOTA.

MINNEAPOLIS. Eighty per cent. of the graduates of the grammar schools go to the high school.

SOUTHWESTERN STATES.

CALIFORNIA.

SAN FRANCISCO. The Board of Education and Board of Supervisors of San Francisco, acting conjointly, recently requested the United States Bureau of Education to make a survey of the city schools. In conjunction with the commissioner of education, Dr. Claxton, they will have the help of several educators from various parts of the United States to pursue specific lines of the investigation.

Dr. Charles A. McMurry will devote his time to an examination of the course of study in the elementary schools; to the detailed method of classroom teaching, as well as the standards for supervising and judging elementary instruction, and to some study, probably of teacher-training and preparation. Dr. F. B. Dresslar's share of the survey will

consist of a careful investigation regarding schoolhouse construction and sanitation. This work will begin this month, and Dr. Dresslar and Dr. McMurry will spend the month in California.

Upon the completion of his part of the survey in San Francisco, Dr. McMurry, who is granted a leave of absence from Peabody College during the winter quarter, will enter upon a second investigation, in Missouri. In connection with the Carnegie Foundation, he will spend the month of March visiting the five state normal schools and the training school at the university, making a survey of their plans for teacher-training, especially in connection with practice schools and demonstration schools.

The enrollment for the spring term at the University of California is a record-breaker—approximately 7,000.

SACRAMENTO. Spanish is rapidly forging to first place as the leading and most popular foreign language in the high schools of California, according to statistics of enrollment of pupils by subjects, just compiled from current reports by Will C. Wood, commissioner of secondary schools.

While Latin, with an enrollment of 15,303 pupils, still holds first place, Spanish is second with a total of 10,844 pupils. German is third with 6,680, French is fourth with 2,990 and Greek is last with only 137 pupils.

The first two years of Latin are offered in 250 high schools, the only schools not offering this work being the evening high schools.

Spanish is offered in 144 schools, French in sixty-five schools, German in 145 schools and Greek in nine schools.

The enrollment of pupils in Latin drops rapidly after the first year, the figures show.

Mr. Wood says: The Spanish-American countries to the south are developing with wonderful rapidity, and are becoming the world's best buyers of manufactured products. Heretofore the demands of these countries for manufactured goods have been supplied by European nations, by Germany and Great Britain especially.

These nations sent traders into South America who knew the Spanish language and who were willing to learn the customs of South American peoples. The great war has shattered trade relations between them and South America, leaving an unparalleled opportunity for American manufacturers and commercial men.

We are gaining a foothold in the Spanish speaking countries while the war is on, but our relations are dictated not so much by good feeling for the American trader as by the pressing needs of South American peoples for manufactured goods.

Our traders have never adapted

themselves to conditions of life in South America; they have insisted upon doing business with South America in the American way and in the English language. Since mutual understanding is the only basis for lasting trade relations, we cannot hold this trade after the war unless the people of this country learn Spanish.

Along with Spanish our young people should study the life of the South American peoples. They should learn something of South American history and geography.

If Spanish is properly taught, a knowledge of the life and customs of South American peoples will be a by-product. At present we are placing emphasis upon the teaching of cultural Spanish, the language of the pure Castilian.

BAKERSFIELD. Kern County, Lawrence E. Cheneweth, county superintendent, continues to be educationally prominent. A recent survey of the 246 elementary teachers showed that sixty hold life diplomas, fifty-two are from the Los Angeles State Normal, forty passed the county examination, thirty hold certificates from other counties, twenty-six are San Jose Normal graduates, sixteen are graduates of normal schools outside of California, six are university graduates, four come from the Fresno normal, three hold special certificates, three are Chico normal graduates, and two each come from the normals at San Francisco, San Diego and Santa Barbara.

Kern County is as large as the state of Massachusetts and to visit each school and personally examine each pupil in every subject studied, as well as look into the sanitary conditions, requires about 10,000 miles of travel, and physical limitations alone have prevented visits and satisfactory inspection of all schools in the most remote sections, and yet Mr. Cheneweth has been an inspiration to teachers, pupils and parents in every nook and corner of the county.

AUBURN. Placer County, Miss Irene Burns, county superintendent, is planning the most elaborate cleaning up time on record. Mrs. Margaret S. McNaught is to make the same kind of a flying trip through this county that she made in San Benito County last spring. The Auburn Daily Journal publishes each week one letter sent to Miss Burns by some teacher telling what is being done in anticipation of the visit of Dr. McNaught. This adds greatly to the "cleaning up and fixing up campaign" in Placer County.

National Association of Teachers' Agencies

Wednesday, February 23—The President's address, A. F. Pease, Boston; "The Professional Significance of Appointments by Teachers' Agencies," Director Charles H. Judd of School of Education, University of Chicago; address, Dean W. A. Jessup, College of Education, State University of Iowa; "Difficulties in the Rating of Teachers," Dean W. W. Charters, University of Missouri; "The Status of Teachers' Agencies on the Pacific Coast," E. C. Boynton, Los Angeles, California; "How Can the Teachers' Agency Render Its Best Service?" E. E. Olp, Chicago, Ill. Discussion.

It Couldn't Be Done

[Author Unknown.]

Somebody said it couldn't be done,
But he, with a chuckle, replied
That "maybe it couldn't," but he
would be one

Who wouldn't say so till he tried.
So he buckled right in, with a trace
of a grin

On his face. If he worried, he hid it,
He started to sing as he tackled the
thing

That couldn't be done, and he did
it.

Somebody scoffed: "Oh, you'll never
do that;

At least no one ever has done it."
But he took off his coat and he took
off his hat,

And the first thing we knew he'd
begun it;

With a lift of his chin, and a bit of
a grin,

Without any doubting or quit it.
He started to sing as he tackled the
thing

That couldn't be done and he did
it.

There are thousands to tell you it
cannot be done.

There are thousands to prophesy
failure;

There are thousands to point out to
you, one by one,

The dangers that wait to assail
you;

But just buckle in with a bit of a
grin,

Then take off your coat and go to
it;

Just start in to sing as you tackle the
thing

That "cannot be done" and you'll
do it.

Reports and Pamphlets

"An Application of the Teachings of
Christ to the American Japanese
Problem." By Herbert Flint. Uni-
versity of Kansas, Lawrence, Kas.
News Bulletin. 38 pages.

"The Danish People's High School." By
Martin Hegland, president of
Waldorf College, Forest City, Ia.
190 pages. United States Bureau
of Education Bulletin 1915, No. 45.

State Normal School, Richmond,
Kentucky. 1915 Yearbook. 122
pages. John G. Crabbe, president.

Meriden, Conn. 1914-1915 Report. 95
pages. David Gibbs, superintendent.

"A League to Enforce Peace." By
A. Lawrence Lowell. World Peace
Foundation, 40 Mt. Vernon street,
Boston. Pamphlet. Series, Vol. V,
No. 5, Part 1. 18 pages.

"Why the Smith-Hughes Bill now
before Congress Providing Federal
Aid to Vocational Education
Should Receive Your Support." Bulletin
of the National Society
for the Promotion of Industrial
Education, 14 West 42d street,
New York City.

Southington, Conn. 1915 Report.
Ernest C. Witham, superintendent.

State Normal Training School, New
Britain, Conn. 1915-1916 Catalog.
26 pages. Marcus White, principal.

"Survey of the Gary and Prevoca-
tional Schools." From seventeenth
annual report of city superinten-
dent of schools of New York
City, 1914-15. 61 pages.

TEACHERS' AGENCIES

AN AGENCY THAT RECOMMENDS ONLY

From superintendent of schools at Oswego, N. Y., Jan. 17, 1916:

Our teacher of commercial subjects has met with an accident by which she will be
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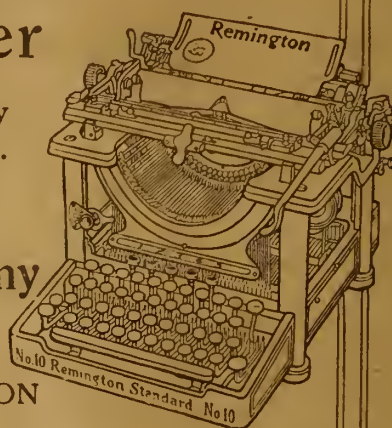
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JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

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THE WEEK IN REVIEW

A WELL-KEPT SECRET.

It has rarely happened that a matter of so grave national and international importance as the exact tenor of the German reply to the United States on the Lusitania case has been kept so secret. There has been a good deal more publicity in Berlin than in Washington. While reports from our own capital have varied day by day, being now alarmist and now reassuring, the Berlin newspapers, which are under the strictest governmental control, have commented freely and firmly upon the situation, affirming that Germany had not yielded and would not yield what the United States demanded. The impression has strengthened, as the days have passed without any disclosure from Washington of the text of the German note, that the administration was trying to secure some verbal concession which would make it possible to accept the German note without too seriously affronting American public opinion.

THE QUESTION OF REPRISALS.

The German justification for the sinking of the Lusitania has been, from the first, that it was a proper reprisal for the British attempt to "starve" Germany by a blockade. There is nothing unusual or inhuman in the attempt of one belligerent to blockade its enemy; we did it ourselves during the Civil war. To make this an excuse for sinking an unarmed passenger steamer without warning, and killing more than a thousand non-combatants, men, women and children, is an extraordinary proceeding. But the fact is that the Germans are without even this excuse. The note announcing Germany's intention to torpedo merchant vessels was published February 5, 1915. But the British Orders in Council, providing for the stoppage of foodstuffs for Germany, were not issued until March 1, and did not take effect until March 15. Germany's policy of torpedoing merchant vessels can hardly have been a reprisal for something that did not occur until a month later.

THE STATUS OF THE PHILIPPINES.

The bill which proposes to grant complete independence to the Philippine Islands within four years, and in the meantime to allow them a larger measure of self-government, has passed the Senate by a strictly party vote, except that six Republican Progressives voted with the Democrats in favor of it. It will scarcely pass the House except after a protracted debate, and probably not without some modification. The United States did not go into the war with Spain for purposes of territorial aggrandizement, and its retention of the Philippine Islands has been a matter of necessity rather than of choice. It could not well fling them back into chaos, or look on calmly while they were appropriated by Japan or some other aggressive power. Enlightened and disinterested American sentiment may well demand that they be kept in tutelage until they are strong enough to stand alone and defend themselves.

A SPLIT IN THE CABINET.

The resignation of Secretary of War Garrison, followed by that of Assistant Secretary Breckinridge, marks a much more serious split in the Cabinet than the retirement of Secretary Bryan. Secretary Garrison has commanded the public confidence more than most of the President's advisers; and he is a forceful and capable man, whose place it will not be easy to fill. He based his retirement frankly upon two grounds, — his dissatisfaction with the bill providing for Philippine independence, and his conviction that the proposed substitution of an expanded state militia for a continental army under federal control—toward which the President seemed to be leaning—would be a fatal mistake. The "little-army" men look exultantly upon Secretary Garrison's retirement.

INDICTMENTS FOR WAR CONSPIRACIES.

The indictments which have been found by a Federal Grand Jury at San Francisco against Franz Bopp, German consul-general, Baron E. H. von Schack, vice-consul of Germany, and Maurice Hall, the Turkish consul-general, mark the first attempt to bring pro-German war conspirators within the jurisdiction of American criminal law. Consular officers do not enjoy immunity from law but may be treated like any other offenders. The first two named are charged with complicity in the recently discovered plots for crippling the American manufacture of munitions, and for blowing up tunnels on Canadian railways. The third is alleged to have been connected with the use of the steamer Sacramento to supply German ships of war in the South Pacific, a transaction which involved false clearance papers and a deliberate violation of the laws of neutrality.

THE FIRST BRUSH ON "PREPAREDNESS."

That Congress is inclined to vote for necessary measures of "preparedness" is indicated by the action taken by the House upon the first two bills in which the issue is involved. Neither of the bills is of large importance. One of them provides for adding 300 midshipmen to the entering class at Annapolis next July; and the other for the equipment of navy yards for the construction of battleships Nos. 43 and 44. The first went through by a vote of 173 to none, and the other passed without a roll call. But the debate went beyond the bills immediately under consideration to the general subject of military and naval preparedness, and it was significant that, while Representative Kitchen, the House Democratic leader, remained quiet in the rear of the House, the Speaker took the floor to advocate the bills, and Representative Mann, the Republican leader, spoke vigorously for the bills and for national defence. The Senate promptly followed the example of the House.

TAXING THE BELGIAN PEOPLE OUT OF EXISTENCE.

While the sufferings of the Belgians have deeply moved the sympathies of the United States and other neutral nations, the German authorities go on adding one cruel exaction after another. They have just imposed a

new tax upon the nine Belgian provinces, amounting to \$8,000,000 a month or \$96,000,000 a year. This is in addition to a tax of equal amount, previously imposed, so that the Belgian civil population will be required to pay this year \$192,000,000 in addition to the regular taxes. Altogether, the stricken and impoverished Belgian people are now forced by Germany to pay twenty times the amount of the tax paid in time of peace—and this when all industries are paralyzed, and the laboring population is kept from starvation only by the charity of foreign agencies. Such extortionate levies are contrary to the Hague convention and to the recognized rules of war.

A PROSPECTIVE JUSTICE ON TRIAL.

The decision of the Judiciary Subcommittee of the United States Senate to consider the nomination of Louis D. Brandeis in open session, and to give public hearing to all who choose to protest against confirmation is a proceeding without precedent. It is almost equivalent to putting a prospective Justice of the United States Supreme Court on trial. It will give nation-wide publicity to whatever there is in Mr. Brandeis's personal or professional career which might militate against his usefulness in the high office for which he has been named, and he will be a fortunate man if there is nothing in the charges or disclosures which may be made which may cling to him in his judicial service, if his nomination is confirmed.

TROUBLE AHEAD FOR COAL CONSUMERS.

The series of elaborate statements put forth by the anthracite coal companies relating to demands made by miners point to a strenuous struggle between the conflicting interests, with a probability that it will be the coal-consuming public which will bear the ultimate burden. The present agreement in the anthracite coal fields will expire on March 31. The miners demand a twenty per cent. increase in wages and a reduction of working hours from nine to eight per day,—in other words, twenty per cent. more pay for eleven per cent. less work. There is a wide divergence between the estimates made by either side of the added cost to the consumer of the concession of these demands; but it is to be hoped that an adjustment may be reached by arbitration rather than by open and costly strife.

Football vs. Life

Football and life are a good bit alike. The main requisite in both games is to rise again after you've been thrown and keep on bucking the line.

And in both the wise bloke takes the opening, rather than waste his energy hammering away at a solid wall of trouble.

Still further, in both games many a cove dashes through air to Fame while the one who made the opening is hidden under the mass with his face in the mire.

In addition to which, too often in both pastimes a contender fights his way doggedly across the field to the goal's shadow, only to have one lone fumble wipe out every inch that courage and skill had put away.—Grantland Rice.

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A. E. WINSHIP, Editor

SUPERVISION FROM THE STANDPOINT OF THE TEACHER

BY MYRA I. BILLINGS

Montclair, N. J., State Normal School

Two days of a week I am a teacher, supervised by a supervisor; three days I am a supervisor, supervising teachers.

This double role may be something like a fruit man from whom my mother bought oranges on his assurance that they were as sweet as oranges could be. They proved to be as sour as oranges could be, and yet be oranges. When mother told him his oranges were sour and strongly questioned his veracity he replied: "Well, madam, sometimes I am George Washington and sometimes I ain't."

That I might stand on unbiased ground for what I am to say from the standpoint of a teacher, I sent out a short questionnaire to a large number of representative teachers, both men and women.

First—In what ways do you find your supervisors most helpful?

Second—In what ways do you find your supervisors not helpful?

Third—In what ways would you like a supervisor to help you?

Here are some of the replies that the teachers sent in response to my questions.

These teachers are supervised by county school superintendents, city school superintendents, supervising principals, primary supervisors, supervisors of such subjects as physical training, music, drawing, writing, manual training and domestic science.

In what ways would you like a supervisor to help you?

"By giving model lessons without assistance from me (meaning class teacher.) In drawing it would be a help to see the supervisor give out and collect materials and accomplish in twenty-five or thirty minutes just the work that is laid out to show how it can be done." "By her criticisms and suggestions in regard to the lessons given and the work of the class." "By a word of praise now and then if it is deserved." "By frequently teaching the class for the following reasons: (a) To give the children the opportunity of responding to any one who approaches them intelligently. (b) To give inspiration to the teacher. (c) To allow the teacher to see the work of the class from a different viewpoint."

As to ways in which a supervisor is not helpful:—

"Lack of preparation and of definite aim in lesson to be given." "No variety of outline from year to year." "Giving subject matter which is unadapted to the grade." "Lack of punctuality and regularity of program." "A

supervisor is not helpful who comes once a week; hears the lesson that the teacher has taught; just assigns a new lesson and departs without comments approving the high lights or suggestions for strengthening weak points." "By not criticising enough and specifically." "The supervisors do not criticise personally, but give criticisms in a general way at class meetings." "Making criticisms of teachers before the class." "By interrupting the recitation as if oblivious of the teacher's existence." "When the visits of the supervisor are looked forward to with fear and trepidation." "When the supervisor observes work and leaves without commenting on same, either favorable or otherwise." "When the supervisor forgets the ethics of the profession, and takes matters into his own hands without so much as, 'With your permission.'"

The following is a copy of one of the papers in its entirety:—

Supervisors who have helped me:—

"The supervisor who gives clear, unmistakable instructions in regard to requirements, aim and scope of work. The supervisor who has worked out a problem personally and gives me the result of such experience and investigations, anticipating difficulties and pointing out the way to avoid them. The supervisor who enters my room showing by his or her manner that good work is expected, who puts himself or herself in harmony with pupils and teacher and inspires the children to do their best, because of the supervisor's appreciation and interest. The supervisor who does not make comparisons between classes or schools, who is not anxious concerning per cents., who makes it possible for the teacher to teach children, not subjects, and to measure her success by her pupils' growth in power."

Supervisors who have not helped me:—

"The supervisor who gives vague, uncertain directions. The supervisor whose outline is not sufficiently flexible. The supervisor who estimates the time required to prepare a lesson by the time which he or she needs, forgetting that the grade teacher is less well equipped."

Ways in which I would like a supervisor to help me:—

"I would like to have a supervisor teach my class not occasionally, but frequently. I have learned more about teaching such subjects as music, drawing etc., from lessons given by supervisors than in any other way. I would like to have a supervisor who would give directions

which could not be misinterpreted, who would show how to work out a problem and tell the purpose of the work. I would like a supervisor to tell me where to find material for my work, and how to make the models required. I would like constructive criticisms. I wish the supervisor would tell me how to correct an error, how to make good results better. The criticisms of a live supervisor should make me a better teacher, more of an artist."

It is obvious from these answers that the science or theories of education are far in advance of educational practice.

To make educational practice square with educational theory is my conception (as a teacher) of the function of supervision.

How does the teacher see the supervisor?

The supervisor is supposedly an expert, one skilled in judging the merits of school activities with respect to their values. The supervisor is supposedly familiar with the principles underlying and regulating educational practice. The supervisor is a leader because he is an exponent of educational science, of educational practice. He appreciates the difficulties of educational practice. Step by step, he walks before the teachers; slow with their slowness; quickening his pace with theirs. Through his keen and sympathetic understanding; through his undaunted faith; through his moral insight he perceives the problems confronting the teacher and shares the responsibility. The relationship between the child and teacher, between teacher and supervisor merely involves the great human problem in the business of living. Inasmuch as the community is made up of the individual, the only path to the betterment of the community is bringing out the best in the individual.

This is the recognized fundamental principle underlying all great and successful business enterprises. More and more the business world is coming to recognize that its very existence hinges upon co-operation. And in the business of school teaching, happy is the teacher who can turn with confidence to the supervisor for correction and protection.

Does the reputable lawyer disclose the secrets of his clients? Does the reputable doctor discuss the maladies of his patients? Does the supervisor violate the ethics of the profession

by discussing the idiosyncrasies of the teacher?

A high and gentle courtesy, a kindly consideration inside and outside of the classroom, will surmount many an impregnable barrier of prejudice, preconceived notions of superiority, erroneous standards of self-importance, dispel fear and its devastating train, and thereby transform the greatest personal, as well as professional, weakness into a great business asset of valuable citizenship.

Has not the teacher the right to expect the supervisor to consider the teacher's point of view though it be diametrically opposed to his own? Does not that same consideration demand that the supervisor point out to the teacher, by concrete example, the practicability of his theory regarding the point at issue?

Weighing these facts by two conscientious people, whose common goal is the one and the same—the betterment of the child—will not the net result inevitably be the blending of the best from both viewpoints, which in itself is not only the solution of the problem but an incentive?

The teacher's greatest need in the realization of educational ideals is example, wise zeal, constructive criticism to counteract the depression which re-acts from adverse criticism, destructive criticism, the gloom of no criticism at all.

Because the indifferent teacher wraps more closely about her, her mantle of indifference, while the conscientious but timid teacher, who longed for encouragement, sinks more deeply into the slough of despond.

As teachers, we need the supervisor's encouragement to arouse us to more vigorous effort, to arouse us to seek vital methods of teaching. As teachers, we are often unconscious of the lethargy dominating us while teaching over and over the same subject-matter year in and year out.

As teachers, we want the pulsating influence of earnest endeavor which gives us definite means by which to individualize the problems of the curriculum through freedom of action, and fosters in the pupil that spark of worth which ignites his inherent faculties and, in turn, guides and prepares him for the self-mastery, the self-direction of his own God given powers,—for the angle of incidence equals the angle of reflection,—supervisor, teacher, child.

The business of schools is to shape themselves to the pupils. Each child is a special creation, and, strictly speaking, education cannot be the same for any two pupils. That it is the business of schools to saw, to plane and to compress pupils into fixed school molds, is the smug impertinence of an ancient, persistent, and preposterous pedantry. Until this pedantry is uprooted, trunk and branch, schools must fail to fulfill their purpose.—Frederic Burk, President San Francisco State Normal.

CHANGE AND PROGRESS IN EDUCATION*

BY ALBERT E. WINSHIP, LL. D.

Not all change is progress any more than all dreams and nightmares are visions.

The public schools are the public's schools for the public good. One great sign of progress is the appreciation of the fact that public schools are not merely for children, that their work cannot be done exclusively in school buildings or on school grounds, that their mission is not confined to five hours a day, to five days in a week, or to forty weeks in a year.

As a comparison to this extension of the public school idea is the intensifying of the interpretation of intelligence as distinct from knowledge, of education as distinct from scholarship.

Intelligence is power to grapple with a new problem, knowledge is acquaintance with the way other men have grappled with old problems.

Education is the development of intelligence, scholarship is stowing up knowledge; education trains in the use of knowledge, scholarship is appreciation of knowledge for its own sake. Education boasts knowledge into action, scholarship boasts of the inaction of knowledge.

The public school through tradition had come to magnify knowledge, rejoicing in meagre scholarship provided it was standardized scholarship. Absurdly there had come to be courses of study reduced to such a minimum that the average child could know for a year all that it was intended for him to know and do in a year, all that he was expected to do, and if by any chance he learned anything else, anything more and could do anything else or anything more it was a waste of time.

To face a new situation, to grapple with a new problem was a crime. For example: A new man was employed in a city—not in the East—to supervise nature study. He told the boys of the fifth grade in October to make boxes for window plants. The supervisor of manual training learned of this and positively forbade the boys to make the boxes because they had not reached the place in their manual training where they were expected to make boxes. He was the supervisor of manual work and making boxes was manual work and didn't he know the course of study in manual work? To do anything manual for use in nature study was a high crime as well as a misdemeanor. It required a threat to resign on the part of the supervisor of nature study to inject common sense into the course of study. Could not that be duplicated in spirit in a thousand cities and towns?

Where is there change that is progress? Where are there visions in place of dreams and nightmares? Where is there virility in place of sterility?

Fortunately, at last, educational illumination

comes from within the system and not from without. There has been a tradition that all educational progress had to be superimposed upon the schools and teachers, but today educational progress is from within, is a spontaneous creation as it were and not an injected germ.

The new creations are highly exemplified and demonstrated in rural schools as at the Porter School, Kirksville, Missouri; in county leadership as by Superintendent Edward J. Tobin, Cook County, Illinois; in the small cities as in Lexington, Kentucky, and in Boise, Idaho, and in large cities as in Los Angeles and Cincinnati. In each case it is merely a sample of many.

In the Porter rural district, three miles from the city of Kirksville, Missouri, Mrs. Marie Turner Harvey has evolved a rural school whose influence over the children and the community through the school is greater than was ever dreamed of by visionist or fictionist.

In July, 1912, she was elected teacher of the school. The schoolhouse and grounds were neglected beyond the power of the imagination to conceive. Not a window was whole, shingles and clapboards were loose and many were off, the out-house was disgraceful, the door was never locked because tramps threatened to burn the building if it was locked, the walls and blackboards were covered with obscenity and vulgarity. The schoolhouse had no cellar.

Mrs. Harvey made as one condition of acceptance that she should have a home by herself. There was a vacant building, half a mile away, a deserted cottage that had gone to rack and ruin with a yard and garden, of a quarter of an acre, overgrown with weeds for several years.

In late August the patrons of the schools came with fourteen work teams and hired men and raised the schoolhouse and put a deep cellar under it and cemented it on bottom and sides, put a furnace in the cellar, a water boiler and pump providing hot and cold water, and an adequate sink. There were tables to be swung from the ceiling when needed for study, for evening school, for sociables with supper. The building inside and out was put in first-class condition, as were the out-houses, shed for coal and shed for horses. The cottage was likewise put in first-class condition by these patrons. Not a dollar was appropriated from taxes. The patrons did it all cheerfully, while the women folk served dinners each day. I saw these houses and premises in July and again in September, and the transformation was as great as from midnight midwinter darkness on a moonless night to midday midsummer glory.

The next July I saw that weed-cursed garden with thirty of the best varieties of small fruits and vegetables and the hopeless yard with more

* Text of a lecture delivered by Dr. Winship in the course of free public lectures under the auspices of the School of Education

than thirty varieties of flowers, shrubs and vines. All the work of the boys and girls.

Today the school is more than doubled in size. Boys and girls stay in school two or three years longer than ever before. They are in school as regularly as in any city. They study as extensively and intensively as in any school I ever knew.

There is now an agricultural plant with five acres adjoining the school leased for five years at one dollar a year. These boys and girls go out into statewide competition, always winning prizes. There has been an agricultural short course of three days conducted by the Agricultural Department of the State University attended by three hundred farmers and their wives. This is not half the story, but it is suggestive of a wonderful achievement.

County superintendents all over the United States are demonstrating the possibility in rural school evolution. There is no State, North or South, East or West, that has not something remarkable by way of leadership of this kind.

But in Cook County, Illinois, Edward J. Tobin has set a pace in rural leadership that is unbelievable unless one has followed it for the past three years as I have been privileged to do. Only the largest developments can be referred to.

Last year for the first time in the country, so far as I know, a rural community, by public taxation employed the teacher of the rural school for the three months of vacation at \$100 a month, the same rate as for the nine months that he taught. He looked after the home gardening of all the pupils, as well as after their play and recreation. Every pupil had a garden of at least a tenth of an acre for which he paid his father rental at the prevailing rate of the district. He paid for fertilizer, seed and for all help needed for plowing and sold his crop, keeping scientific account of investment and income, and the net profits of the boys and girls was four times the \$300 paid Mr. Seth Shepard as vacation guide.

This year Mr. Shepard has become one of Mr. Tobin's assistants at a salary of \$2,000, and there are twenty teachers in the county, each to supervise five of the 105 rural schools at their regular teacher salary. The Tobin idea has spread until very many rural schools in the United States will this year have the teacher employed for the vacation months. This is but one of the many noble achievements under Mr. Tobin's leadership.

In cities of from 10,000 to 20,000 there are many wonderful educational developments. Among these, Lexington, Kentucky, and Boise, Idaho, have prominence. Superintendent M. A. Cassidy of Lexington has had many visions, most of which he has materialized. One sample must suffice. The Lincoln School in a hitherto neglected section of the city serves the entire community educationally, domestically, industrially and socially.

While magnifying schoolroom efficiency there

is a scheme for personal and community cleanliness that defies adequate description. In a bathtubless district of the city there are shower baths, bathtubs, and swimming pools with free towels. The hours of the day are divided between the boys and girls and the evenings between the men and the women.

There is a school-community laundry, with many set tubs, hot and cold water in abundance, a heated drier, electric irons, etc. The women of the district can come here without disturbing the school and do a family washing and ironing for ten cents, and if this is a hardship the payment is not exacted. The well-equipped gymnasium is for the pupils by day, and the evenings divided between the young men and young women who have left school. There are Boy Scouts and Girls' Campfires. In these and in many other ways the school actually uplifts the community, which is now as clean personally and collectively and as well-behaved as any neighborhood anywhere.

Superintendent Charles S. Meek of Boise has won national fame by unusual accomplishments. His visions have been many, and he has materialized them all. Perhaps the most significant has been the way in which he has recognized the educational possibilities of out-of-school activities. He goes so far as to allow young people to earn high school credits to quite an extent in work in real life that is fitting them for real life. A student may even win honors in the high school when not more than half his work in the last two years has been done in the high school. He insists, however, that whatever is done to win credits out of school must have distinct educational value. He has developed very fully the workableness of the distinction between education and scholarship.

In Los Angeles, Superintendent J. H. Francis has most elaborately worked out a great variety of schemes whereby he keeps in the high schools practically all of the young people until beyond the compulsory school age. He has magnified the Junior high school idea until it is of marvelous service to the students, and he has several vital phases of the Junior College. He has combined vocations and culture most completely so that, in the Polytechnic High School, where the reigning thought is vocational, more than one-half of all students—1,100 out of 2,000—take music as a fine art, while learning how best to earn a living. I have seen a young man learning to be a blacksmith in the forenoon and composing music in the afternoon, and he was in love with one as much as with the other.

There is nothing better in aim and in results than in Cincinnati, where Superintendent Randall J. Condon is building gloriously upon the foundation laid by Superintendent Franklin B. Dyer. Nowhere have I found such complete accomplishment in adapting the schools to high-grade feeble-mindedness and to all restless children. The messenger boy service of the city has been put upon a very high plane of

efficiency, personally and commercially, through school co-operation. Every child who leaves school to go to work from fifteen to eighteen is subjected to annual tests for intelligence and character so that the school department knows their growth or retardation in each occupation, of each sex, of each school from which they go out, public or private. A corresponding record is kept of children of the same age and grade and residential condition to match each one who goes out to see how much a child actually gains in intelligence and character by staying in school.

This is an intensive study of the effect of the school life and out of school life upon children. A significant feature of the work is the study of restless children. In each elementary school there is a committee of three to whom every case of restlessness is referred. The first effort

is to discover the cause of restlessness, then to remove it. If this committee is not equal to either or both of these tasks the case is referred to Mrs. Helen Thompson Wooley, who makes a complete diagnosis and is sure to discover the cause, be it physical, mental, social, industrial or domestic, and has the remedy applied.

The entire school system is placed on a basis of efficiency for the children, the teachers, the principals and the supervisors.

These few studies are suggestive of a multitude of schools in the United States and Canada which are worthy of inspirational study. It would help to make the good contagious. It is heaven-high above the too prevalent scheme of exploiting the faults in our schools.—Reprint from "Old Penn," University of Pennsylvania.

IDAHO EDUCATIONALLY

[Extracts from Report of State Board of Education.]

The record of the year 1915 shows gratifying progress in all phases of school work. Plans for the administration of the six state educational institutions under the direct control of the Board are working more smoothly and efficiently. The dangers predicted for the joint administration have been avoided and many benefits have been reaped. Harmony and co-operation, not only in the state institutions, but in the entire educational system, point the way to still greater advancement for the immediate future.

The system of budgets and requisitions now firmly established makes it easy to determine at any time how much money the institution has expended, what obligations it has incurred and what its financial standing will be on any day in the biennium. For the first time in the history of Idaho it is now possible to so regulate affairs as to escape deficits and keep the disbursements within proper bounds. Financial reports from the six state schools show that they are adhering to the budget system in absolute good faith.

President Brannon in his annual report on the university strongly urges the training of Idaho teachers for Idaho schools. In this connection he commends as wise and timely the move by Commissioner Sisson in the direction of teaching Idaho history, Idaho civics and Idaho life. To the training of teachers for this service, Doctor Brannon says, the new School of Education at the university is pledged. The enrollment for last year, including the 208 at the summer session, was 672, and this before the close of the current school year is expected to run beyond 800, a number far in excess of any previous record. The graduates last year numbered sixty, and the total alumni, 555.

President Black of the Lewiston State Nor-

mal School expresses himself as well pleased with the results secured by co-operation with the university in summer school work, with the school trustees, and with the State Board of Education. He is also well pleased with the improved methods and administration. The attendance at the regular sessions was 230 and 214 at the training school. Last year 284 students were given teachers' certificates, and sixty-seven, diplomas. Emphasis is laid on the need of training for social service and the organization of parent-teachers' associations. Earl S. Wooster, dean of the rural department, is doing valuable work along these lines.

This has been a good year at the Albion State Normal; the summer school was a marked success. The attendance December 1 was 156; the attendance at the summer school was 246, a total of 402 against a total of 357 last year. Greatly increased attention is paid this year to training teachers for rural schools. In line with this two new departments were established—Rural Education under Professor John C. Werner and Agriculture under Miss Caroline Ruth Jackson. Improvements include two 30x40 foot additions to the training school; the planting of 500 trees and preparations for the installation of electric light from the United States plant at Minidoka. The Albion school district is to pay \$6,000 to the normal school in two years to apply on the salaries of training school teachers on the understanding that all the children of the district are to have training in this department.

Special interest is centred this year upon the Idaho Technical Institute at Pocatello, the re-organized successor to the Academy of Idaho. This institute now offers college work, especially in technical and vocational lines, thus for the first time presenting courses for high school

graduates in which they may continue their studies beyond the stage covered by the standard four-year high schools. President Reed reports the attendance to be 218, of which 109 are of each sex. This attendance is regarded as remarkably good in view of the fact that 100 students were lost to the school when the lower courses were eliminated. "Our motto," says President Reed, "is co-operation and mutual effort in the direction of giving Idaho one of the best public educational systems of any state in the Union."

Attendance at this school on the date of the report, October 31, 1915, was 148 boys and sixty-five girls, while 335 were cared for during the year. Superintendent Humphries acknowledges valuable assistance from the State Board of Education and Commissioner Sisson. Special stress is laid on vocational training.

Splendid work was done this year in bringing all the schools in the state into working harmony. This was in good measure due to the fine spirit shown by the county superintendents. Through them the state office has been able to keep in close touch with the conditions in the counties. Either the commissioner or the state superintendent has attended all institutes and conventions. Representatives of the state educational institutions have done good work also in attending these gatherings, not as representatives of their own institutions, but as representatives of the State Board of Education.

LITTLE LONDONERS DIDN'T FEAR RAIDS

[Special Correspondence to The Sun.]

What children of London think of the Zeppelin raids has just been ascertained by the school authorities. Essays written without preparation within fifteen minutes by boys and girls from eight to thirteen years of age were requested from the heads of five schools located in the direct neighborhood of places in London where bombs were dropped by German airships during the raids of September 8 and October 13. The number of essays contributed was 945 and ninety-six per cent. of the children had actual experience of the raids.

The essays were summarized by Dr. C. W. Kimmins, chief inspector of the schools for the London County Council.

At eight years of age the noise of the firing bulked very largely in the essays. No personal feelings were expressed and there was no evidence of fear. Even at that age the girls looked after the younger children. At nine the boys thoroughly enjoyed the raid, spending as much time as possible in the streets; occasionally among the girls great fear was expressed. At ten the boys were very talkative and for the first time there was distinct evidence of fear, though not nearly so marked as in the case of the girls. At that age the boy took his part in looking after the younger children. One wrote:—

"A picture over mother's bed fell on her

head and on the baby. The baby went unconscious and my mother shook her, and then she was all right."

Girls of ten were much frightened and began to be bellicose, making vigorous protests against German spies; they go to bed in their clothes lest the Zeppelins should return. One said:—

"People were all running about like mad bulls and the windows were falling out like rain."

At eleven years of age the boys showed no sign at all of fear. The following was an extract:—

"My cousin pointed to a star and said she thought it was a Zeppelin. 'Fat-head,' said I politely. 'It cannot be a Zeppelin. It does not move.'"

The girls said much about the care of children, but no fear appeared now to be felt. One wrote:—

"Mother said she did not want to see or hear the Zeppelins again. I do."

"Afterward," said another, "I knew what our brave soldiers and sailors have had to go through day after day. This kind of thing makes one realize what war is; and yet dropping bombs on harmless people is not war. That night I felt bitter toward the Germans. I felt I could fly to Germany and do the same thing to them."

At twelve the boys still gave no sign of fear, but began to hunt for souvenirs.

"The bomb did not go off," wrote one boy, "so I went to get it, but burned my fingers. A copper came running around the corner and he took it."

The girls now became very critical and argumentative, but there was no evidence of fear.

At thirteen the Zeppelins were described as "midnight marauders." The following were extracts from the boys' essays:—

"I was cleaning the stove when the room was lighted up by a lurid glow followed by a bang. 'Zeppelins!' I exclaimed, and straightway rushed into the street."

"The air raid was a failure, the idea being to frighten the people of London. It did not succeed, the feeling being one of curiosity."

The girls of thirteen gave a general verdict that the raids would do good because they would show the people what war really was. There was again not the slightest evidence of fear.

Throughout the essays there was evidence of the mothering attitude of young girls towards those more helpless. One girl of nine rushed home and went upstairs to take her Teddy bear to the cellar. There was evidence also of the philosophic attitude of children. One girl wrote:—

"I was a bit frightened when the bomb burst, but we have only to die once."

"I could have seen the Zeppelins, but I thought: 'If I do I shall always see them when I look up into the sky,' so I would not look at them."

Particularly striking was the evidence of the small part played by the father in the family

In ninety-five per cent. of the essays no reference was made to him and even in the other cases the references were not flattering. For example:—

"My father was frightened during the raid, and he ran into a beer shop and got under the counter and stayed there until it was all over."

Men generally, apart from policemen, soldiers and firemen, were often the subject of uncomplimentary remarks.

"A man came into the public house and said, 'Give me half a pint. If I am going to die I will die drunk!'"

The essays gave some interesting glimpses of social life in lodging houses and tenements and they also illustrated the danger of suppressed emotion. The children who suffered most were girls of about twelve, who were really frightened but would not show it.

The most graphic descriptions were given by

children of ten, eleven and twelve. The following were examples:—

"My mother rushed up into my room and carried me bodily down into the kitchen, where I was among friends. I said: 'Why all this excitement?' They said: 'The Zeppelins have come,' and I said: 'Good gracious! You don't say so!'"

"Suddenly a piercing beam of white light shot across the sky. Guns spat viciously out of the darkness at a cigar-shaped body far up in the clouds."

"I was coming out of a cinema with my uncle and I noticed people were rushing to and fro in the streets. I went up to a policeman and said to him: 'What does all this mean?' He replied gravely: 'The Zeppelins have come.' 'What?' I said. 'Do you mean to tell me that those terrible monsters have come at last?' And he replied briefly: 'They have.'"

MUSKOGEE SCHOOLS—A SYSTEM OF IDEAS AND IDEALS

[Harlow's Weekly.]

Many school officers and teachers visit the schools, and Superintendent Edwin S. Monroe is in almost daily receipt of requests for information concerning different phases of the work, showing that in an educational way Muskogee is attracting much attention within the State and beyond Oklahoma's borders. A recent inquiry comes from the president of Clark University asking for information concerning the separation of the sexes in certain phases of the instruction and for a statement of the reasons why this plan has been adopted to the extent to which it has been carried and the results obtained.

In the first annual report of Superintendent Monroe for the school year 1910-1911 the policy of the Muskogee schools was summed up as follows:—

(1) A complete, well-rounded education for every child in the city; (2) a system of education which leads boys and girls to become noble men and noble women and trains them for worthy and useful citizenship; (3) up-to-date methods of instruction and high standards of excellence, keeping abreast with the best things in current educational thought, but wasting no time in experimentation with fads; (4) the development of the true school spirit which leads to self-control and fosters the growth of the higher self; (5) a wholesome discipline which represses all tendencies toward disorder and indolence and breaks up habits which interfere with the best development of mind and body; (6) both play and work in proportion to the demands of the growing child, making the schoolroom a happy, yet busy place; (7) "Everything to Help, Nothing to Hinder" in dealings with pupils, colleagues and school officers, and in the advancement of school interests generally.

The policy here outlined has been lived up to

and the one idea which the schools most conspicuously express is that a city school system should be adapted to the needs of the particular community, and that it should strive to render the greatest possible service of a definite, practical character in the way of training the youth for the duties, obligations and opportunities of life at home.

A comparison of the time devoted to reading, writing and arithmetic in a large number of cities of Muskogee's class shows more than the average time devoted to these subjects in the Muskogee schools. The use of the Courtis test to ascertain the standard of efficiency in arithmetic showed the schools to be weak at this point and steps were immediately taken to strengthen this phase of the instruction. Superintendent Monroe considers good penmanship on the part of teachers as essential to effective results in teaching writing, and in each room there are constantly on the blackboards specimens of good writing by the teacher.

In calisthenics the use of folk dances has proved an interesting and effective method of instruction. Each grade school is equipped with a grafanola which furnishes the music for a great variety of folk dances, which are a part of the daily work in the lower grades. On several occasions pageants on an extensive scale have been given by the children trained in these folk dances and there is an annual spring and fall demonstration in the open air at the playgrounds and parks. Manual training in the grades is made a part of the instruction in thrift. The children are taught to make as many things used in the school as possible and the making of four thousand spelling tablets and writing tablets this year has been a means of economy, giving a practical demonstration in thrift as well

as affording the educational work of manual training.

Music also receives much attention. The grafanolas are used not only for the folk dances but for marching the pupils in and out of their rooms, and the music is selected with a view to familiarizing pupils with the work of the best composers. Chorus classes in the grade schools, and the orchestra and glee clubs in the high school are also important factors in the musical instruction and development.

One afternoon in a week in many of the schools classes are taken to the parks or in some cases to near-by woods, where they study plants, trees and bird life. These are intensely interesting periods for teachers and pupils and they form a basis for several days' work in the classroom. Specimens are gathered and taken back to the schoolroom to be studied in the days following, and are also used to good advantage in the drawing classes.

Supervised play is a feature of the grade schools. Some of the schools have playground equipment and at all of the schools the children during play hours are under the supervision of teachers. The whole school does not have recess at the same time. The small children, or lower grades, have a recess period to themselves and the larger children take a later recess. The school gardens in the grade schools are a means of instruction in agriculture, manual training and thrift. They also offer the opportunity for the practical application of the instruction in mathematics. The pupils lay out their gardens and calculate the amount of space to be devoted to each product, the amount of material and the cost of fencing. The work of preparing the soil, planting and cultivation as well as putting fences around the plats is done by the pupils. They are encouraged to have gardens at home and as a direct result of the stimulus of the school gardens several thousand dollars worth of garden products were grown at Muskogee homes during the past summer.

The Muskogee High School in the number of pupils and teachers ranks as one of the three largest educational institutions in Oklahoma. It occupies a structure in magnitude and extent of equipment second only to the Oklahoma City High School, and in these respects it is one of the big schools of the country. However, its great \$350,000 building with its elaborate equipment in the way of recitation rooms, laboratories, manual training and domestic science equipment, gymnasium, auditorium and cafeteria, important as these things are, is not really the significant feature of this crowning institution of Muskogee's educational system. It is in the high school especially that the practical phases of education are emphasized. Instruction is provided to equip high school graduates for any of the ordinary occupations of life other than the professions. While manual training courses are based upon educational value, they are also given a practical turn in real training for different occupations. Muskogee is one of

the few high schools in the State with a full four years' business course, and it is probably safe to say that it is easily first in the character of business instruction. The course includes bookkeeping, stenography, commercial law, banking and especial attention to Spanish. A unique phase of the business instruction is practical office experience for twelve weeks during the last semester. Students in bookkeeping and stenography spend half a day for the last twelve weeks of their course in different business offices in Muskogee so that they get some practical knowledge of several lines of business by actual experience. This has proved exceptionally valuable, and in this work Superintendent Monroe has had the cordial co-operation of many Muskogee business men.

Another distinctive feature of the high school is the separation of the sexes during the period of adolescence, in a considerable part of the work. The boys and girls are taught physiology and hygiene in separate classes, the girls being instructed by a woman and the boys by the physical director and athletic coach. This makes practicable more thorough and effective instruction than would be possible in mixed classes. At this period, too, the boys take agriculture and drawing along practical lines, such as mechanical engineering, while the girls are instructed in domestic science and domestic art. For high school students a system of Bible instruction has been inaugurated. These classes are outside of the schoolroom for one hour a week, and are taught by pastors of different churches. Some of them meet in the library building directly across the street from the high school, and some of them at their respective churches. About 150 high school students took this course last year. It consists of study of the life of Christ and of old testament history, and is designed to study the Bible as a work of literature as well as a moral and religious guide. The students who take this course receive a credit equal to that given for the study of Shakespeare. It is elective and from the ministers' point of view is effective in the more thorough instruction of those who are interested in Bible study rather than as a means for reaching students who do not attend the various Sunday schools.

The Muskogee High School is the only one in the State with a post graduate course providing a year of college work. It is a member of the North Central Association of high schools and colleges, and its work, including the year of college work, receives full credit at all of these institutions. A recent visitor from a Missouri college characterized the Muskogee High School as "the People's University," since it is distinctive in its practical training for the actual duties of life.

The stability of school policy in Muskogee is emphasized by the fact that Mr. Monroe, with a service of six years, is the dean of city superintendents in Oklahoma. In most of the

FALLACIES IN ARITHMETIC TEACHING

BY B. M. WATSON

Superintendent, Spokane

Where is the accountant who can compute the time wasted annually by the teachers of this country in attempting to force children to learn statements that are untrue and to perform operations that are unnecessary and illogical?

Fallacy Number One.—“Only like numbers can be added.” The terms concrete number and abstract number have become so fixed in arithmetical literature that their propriety—even necessity—is scarcely questioned. A close examination into the nature of number, however, convinces us that number is essentially abstract, and that the name or denomination affixed to a number is no part of the number itself, but is useful merely for the purpose of reference, or as a mark of identification, and therefore should not be brought into the mathematical operations performed with numbers.

Possibly the child's intuitive grasp of this truth has made him so prone to interchange the terms in multiplication, to find “the number of parts” instead of “one of the parts” in division and to resist all attempts to make him use the larger number for the multiplier in explaining a certain type of problems. Is it not possible, indeed, to add unlike numbers? Is it not as easy to add 6 trees and 7 books as to add 6 books and 7 books? We need only to apply the sum to a term sufficiently general and call it 13 things or 13 objects. In either case, the process of addition is performed with the numbers 6 and 7 and not with the objects to which the numbers are applied.

Fallacy Number Two.—“The multiplier is always an abstract number.” The fallacy of this precept lies not in the express terms of the statement itself, but rather in the implication that the multiplicand and product are not likewise abstract numbers. In a class of problems of which the following may be taken as typical: “What is the cost of 3,479 sheep at \$8 a head?” how many a conscientious teacher has wasted hours of valuable time in the vain and distracting attempt to make a class of youngsters repeat this form of analysis: “Since one sheep costs \$8, 3,479 sheep will cost 3,479 times \$8;” and this in spite of the fact that 3,479 is the upper number and \$8 the lower, and, therefore, the multiplier and abstract!

Fallacy Number Three.—“When the dividend and divisor are like numbers the quotient is abstract.” With this go the other related theorems inflicted upon pupils studying division. Let us consider the following problem as typical: “At \$50 an acre, how many acres of land can be bought for \$4,000?” Have you seen a careful teacher insist upon the following written form, and oral analysis to correspond: $\$4,000 \div \$50 = 80$ times 1 acre, or 80 acres? Ask this teacher why this procedure is necessary, and

she will tell you “Because the quotient must be abstract when the dividend and divisor are like numbers.” Ask her why this is true, and the only possible reason is: “Because the textbook says so.” This may be satisfying to the teacher, but it is far from convincing to the average boy who grasps the whole idea of the process as one of *numbers* and not of *things*, though he may not be able to give expression to the idea through any other medium than that of figures.

Fallacy Number Four.—“Only like numbers can be subtracted.”

There were 100 men in a militia company, but they had only 79 guns. How many more men than guns were there? If the above theorem is correct, this problem is impossible, because guns cannot be subtracted from men. Here we are forced to recognize the real nature of number as abstract, and all arithmetical operations as performed with numbers in an abstract sense. The number of men is 100 (abstract). The number of guns is 79 (abstract). The difference of the numbers is 21 (abstract).

Without prescribing any set form for the analysis of problems, let us suggest that much time may be saved by such a treatment of the fundamental operations as the following:—

1. If an apple costs 2 cents and a peach 3 cents, both cost as many cents as the sum of 2 and 3, or 5 cents.
2. If a boy earns 5 dollars and spends 3 dollars, he saves as many dollars as the difference between 5 and 3, or 2 dollars.
3. Since there are 2 pints in 1 quart, 20 quarts are equal to as many pints as the product of 2 and 20, or 40 pints.
4. Since there are 16 ounces in 1 pound, 32 ounces are equal to as many pounds as the quotient of 32 divided by 16, or 2 pounds.
5. If 5 pencils cost 15 cents, 1 pencil costs as many cents as the quotient of 15 divided by 5, or 3 cents.

This form of analysis recognizes in each case the real nature of number, namely, the “how-many-ness” of things, and also the true function of addition, subtraction, multiplication, and division, as operations with numbers, not with things. It avoids all difficulty as to the likeness or unlikeness of terms in multiplication and division. In every problem involving multiplication, the question itself indicates to the pupil what unit-name is to be attached to the product, and he need only observe that he has two factors to multiply in order to determine the numerical product. It is wholly immaterial which factor he uses for the multiplier, or what unit-name either factor may bear. Likewise, in division, the pupil knows at the outset what is to be the unit-name of the quotient, and that the dividend represents a product of which the divisor is one

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THE SCHOOL DISTRICT UNIT

All agree that when America is saved and glorified the rural community must play an important part.

There has been no agreement as to the way in which this is to be accomplished. There are two radically different principles involved. One is to treat country people as weaklings and coddle them, the other is to treat them as capable of developing power and help them to do it.

It would be comedy were it not tragedy to see what is now being done with country people. On the eve of an election all candidates attend farmers' meetings and tell them that the farmers are the keystone in the arch of civilization, the corner-stone of America's greatness, that the country districts furnish ninety-five per cent. of all the successful men of the nation.

After election the high-brows come around and regard them as weaklings, take them in their lap and coddle them into helplessness. Both are equally bad.

Politically, politicians Gerrymander the districts as far as possible so that a slice of a city shall rob the country of any influence. They merge the school district in the township, the township in a "district," the "district" in the county. The whole effort up-to-date has been to minimize the country locally.

No one has seen any other way of uplifting the far-away farmer. At last a righteous, sane way seems to be evolving.

The keynote of the new activity is to magnify the local community, is to make it literally the foundation upon which everything is to be built, is to make the country people the really vital, virile, significant force in America.

There is to be no coddling, no making of weaklings, no sapping of independence, no patronizing of country people, but a noble trustfulness of them, the developing of a real comradeship between leaders in city and country.

Imitation is to give way to inspiration. Instead of "uplifting" the country people by a

"holier than thou" class of the more fortunate uplifters there is to be a hand to hand, heart to heart counsel in which the judgment of the man on the ground is to count for more than the academic opinion of any outsider.

All belittling of the country man, all portrayal of the barbaric social conditions, all campaigning for the "betterment" of the rural resident is to cease if the new plans work out.

Whatever weakness there may be in the country is to be strengthened in the country by those who live in the country. It will not be easy to undo the mischief of a generation of misdirected energy, but it will be undone, must be undone if the country is to be the foundation of purity, integrity, ability and nobility.

The plans of the past have not succeeded. Of this there can be no question, and the uplifters are largely responsible for whatever has gone wrong in country life.

The local school district is to be the unit. The only way in which a local school unit can be merged is by "consolidation" into a larger school district. Where the children go to school is to determine the unit.

The school director of the district is to be the force in the new program. The teacher whom he selects is to be the agent in the ennobling of the district.

A leader of the district will appreciate that the greatest responsibility and opportunity that can come to any one is to be the school director. The teacher will be adequately supported with money and sentiment. The teacher who leads the school district with the school director will be retained. There will be a home for the teacher that will be the social centre of the community. The schoolhouse will be the meeting place of all the people on all public occasions and it will be worthy the community.

The school district, especially the consolidated school district, will be the most efficient force in American civic life.

This is no dream. We are confident that the greatest movement for Americanization of America is being evolved and that it will succeed. By the by, we use that word Americanization with no possible reference to the nationality of men, but to the making of noble Americans of all the peoples in America and especially of those who live in the country whether as proprietors or tenants.

THE NEW YORK SITUATION

The one great educational need in New York City and for New York City is that every one should accept the situation as Mr. Churchill did when he moved to make the election of William G. Willcox unanimous. It would be easy to criticise some recent tactics. It would be easy for great indignation over apparent conditions, but it would be wholly unwise. No one can question the ability, the honesty, or the devotion of Mr. Willcox, who was elected president by a vote of twenty-nine to fourteen for Mr. Churchill, and he should be given every opportunity

to demonstrate that his ability in this position is equal to that which he has developed and always demonstrated in other fields of endeavor.

The new president has said: "Every one knows that I favor the gradual extension of the Gary plan to suit the special conditions of New York City.

"What is desirable at the outset is a series of conferences between committees of the Board of Education and the Board of Estimate; to consider the whole situation and agree on a program which will enable the schools to operate through the year on a maximum of efficiency.

"I do not know Mr. Rockefeller or any of the men associated with him. You might as well say that because I am an insurance man that the insurance companies will run things. You might as well say that organized labor will try to run the board because there are more members of organized labor on it than ever before."

Mayor Mitchel has said:—

"I talked with my appointees about Mr. Willcox, and it was my understanding that they would vote for him. I didn't ask a written pledge. I thought I was appointing gentlemen and ladies. I think it is the duty of an appointing officer to talk with his possible appointees, and get their views on the points at issue. I availed myself of that privilege.

"You must not be misled by your fears. The schools will not come under any special or private interest so long as I have a voice in the matter. Neither organized capital nor organized labor will dictate school policies, but only the general public interest."

PROFESSOR SNEDDEN

Commissioner Snedden becomes Professor Snedden, Massachusetts loses, Columbia gains. Whether or not it is a promotion depends entirely upon the taste and talent of the man.

We have known Dr. David Snedden since he was a country teacher in California, though we did not in any important sense know him until he became an instructor in Stanford University. Since then we have followed him with much interest and pride.

Administration was never his major, scholarship has always been his first love. By this we do not mean scholarship in the scholastic but in the educational sense. He is a student. He has a mind for mastering problems abstractly rather than concretely. In view of his taste and talent for intellectual mastery his success in a purely administrative position has been remarkable.

Intellectually he is highly impersonal. No one ever closed a discussion or conference with him in which the man who differed with him was for one moment held responsible for the thing he had said.

We have never known any other man so completely intellectually abstract in solving a concrete problem.

He has been a success in administration, but we expect him to be almost peerless as a teacher

of young men. If he cannot lead them to think, I do not know who can.

No man could have been more confident in his arguments or conclusions than is Dr. Snedden, and yet we have known few men as little inclined to assume superiority.

One phase of his has been most marked. When he had argued a case of state policy through to the end with a man of keen mind, he would close the scene thanking the man for the masterly way he had presented the case "because it will enable me to fortify my position more intelligently." He has always learned much from every incident in life. His reading has been of masters, past and present. No one could be with him at a club, or at a private luncheon, without realizing that he was thinking a little more keenly and masterfully at the end than at the beginning.

OLDER BOYS' CONFERENCE

On February 18, 19 and 20 the Young Men's Christian Associations of Massachusetts and Rhode Island will hold their annual conference in Newton. This is one of the most vital efforts for winning boys to Christian and manly activities in New England. It is highly sensible in that it arranges for young men, real young men, to appeal to young men, real young men, in a young man's way.

Here are the characterizations of some of the speakers:—

Graduated from Phillips Academy; was captain and pitcher of the baseball nine; graduated from Amherst, was class orator, famous as a baseball and football player.

Graduate of Yale, member Skull and Bones Society; won twice the Thatcher Debating Prize, member of Debating Team against Princeton, 1898; against Harvard, 1900; president University Debating Association. He is an enthusiastic golfer and tennis player.

Graduated from Northwestern University, was coach and director of college athletics.

Holder of world record for mile run. Rhodes scholar at Oxford, England; member of American Olympic team in 1912; captain, Brown track team, 1913; four mile relay team from Oxford, 1914; is champion mile runner; Alpha Delta Phi; Phi Beta Kappa.

Graduate of Harvard; all American football guard for three seasons; member Hasty Pudding Club; Institute 1770; D. K. E.; Delta Upsilon.

Yale, 1916. Member of varsity track team; pole vaulter; Skull and Bones Society; Zeta Psi.

Amherst, 1916. Fine 'cello player; member of Scarab Society; Alpha Delta Phi; Alpha Sigma Rho; Phi Beta Kappa.

M. I. T., 1917. Member of Banjo Club; Rifle Club; Mechanical and Electrical Engineering Societies; Wireless Society; Cadet Corps Officers' Club; Delta Upsilon.

Harvard, 1918. Was the big football player on the Everett High team and the Harvard freshman team.

If this will not catch high school boys nothing will. Boys will be as glad to see them as men

are to see Edison. The credit for this great movement is due H. W. Gibson, executive secretary of the Y. M. C. A. for Massachusetts and Rhode Island.

COMEDY OF TRAGEDY IN DENVER

Superintendent Carlos M. Cole of Denver a few months ago rescued the city from a situation most alarming. His mastery of problems was unprecedented, and peace and prosperity appeared to be firmly established. A "Survey" was made and plans for a re-organization of the educational system were recommended and apparently would have been quietly adopted by a vote of three to two with no serious opposition from the "two," but—

Suddenly one of the "three" died, leaving the board two to two, whereupon an irreconcilable difference developed and no fifth man can be elected until a year from next May, and no important action can be taken unless somebody dies, or something else happens as unexpectedly.

To make the situation more amusing one of the remaining two of the original three is a Congressman, and the law provides that if a member of the school board is absent from the state more than thirty days the position is vacated. This necessitates his making the trip from Washington to Denver once a month for attendance upon a meeting of the Board of Education. Sickness on his part or a flood, a snow storm or a train wreck can easily wreck the stand-off of the two and two situation.

At the meeting of the superintendents in Detroit there will be two of the four, one of each two, in attendance. These are only suggestions of the comedy in this tragedy.

Each two is as sure that the Lord is on its side as are Germany and Russia.

The two who were to have been snowed under by the three give the Lord due praise for their escape, and the two of the three who remain feel that they are doing the work of the Lord in preventing the other two from doing anything serious.

INDIANA AFFAIRS

The unexpected declination of Hon. Charles A. Greathouse to be a candidate for re-election as state superintendent has thrown the state into some confusion as to candidature. While the Republicans would have been at a disadvantage had Mr. Greathouse been a candidate, they will now make a hopefully energetic campaign.

On the Democratic side two county superintendents will make the race in the primaries according to present indications—Samuel Scott of Clark County and Daniel MacIntosh of Greene County. Deputy John Hoffman is being urged to run, but at this writing has not entered the race.

On the Republican side L. N. Hines, superintendent of Crawfordsville, President H. B. Ellis of Vincennes College, Fred Heighway of Crown Point, superintendent of Lake County,

and H. G. Brown of Lebanon, on the State Board of Education, are in the race for the nomination.

EVANS TO TULSA

President Charles Evans of Central Normal School, Edmond, Oklahoma, accepts the presidency of the Presbyterian College at Tulsa. Mr. Evans has made the Central State Normal School one of the three largest normal schools of the United States. Considering the size of the state, the number of other schools in the state, and the youth of the school and of the state, this has probably been the greatest achievement to be credited to any normal school president.

The college to which he goes is located in a city whose growth in the last few years has been as phenomenal as the growth of the normal school from which he goes. The college has behind it all the business energy and enterprise of the city of Tulsa and the great Presbyterian denomination, whose growth in the country within 200 miles is as remarkable as that of the school from which he goes and of the city to which he goes. If these three factors make good on their possibilities, Evans, Tulsa, and the college will be heard from more than ever.

THE PORTLAND SCHOOL SURVEY

Three years ago there was a Survey of the schools of Portland, Oregon. Since then the Board of Education has been changed. The superintendent of the last three years had nothing to do with the schools at the time of the survey. There are many new supervisors, principals and teachers. Very many highly progressive features are now in the schools of which even the surveyors of three years ago had no conception.

Now, some one who knows nothing of Portland schools as they are, takes up that antiquated survey,—it could hardly be more antiquated if it were sixty years old,—and writes an elaborate criticism of the schools of Portland.

Whether this is comedy or tragedy depends upon whether it is viewed from the standpoint of Portland, or of the unfortunate misled writer.

Now it is Ogden, Utah, that is in the throes of agony over school affairs. We have not been in Ogden for a few months and this upheaval has come since then. We have always regarded Superintendent J. M. Mills as a highly skilful and intelligently progressive school man, and so far as we judge the criticisms are aimed at his virtues.

The Virginia legislature has voted to have the stars and stripes float over every school-house whenever the school is in session.

The Wisconsin University Survey raised more — or dust than any other.

February 22-25: Department of Superintendence, National Education Association, Detroit.

THE IDEAL HIGH SCHOOL TEACHER ACCORDING TO NINE HUNDRED HIGH SCHOOL PUPILS

BY IRVING KING
State University of Iowa

The following tabulation reports the opinions of approximately 900 high school pupils. One hundred of these are members of the senior class of the present year in the Dubuque, Ia., High School. Four hundred of them were pupils of all classes in the Iowa City High School (1913), and the remainder are pupils in all classes now enrolled in the same high school.

The pupils were asked by their English teachers to write a brief paper on their ideal of a good high school teacher. This paper was to be written at once, during the class period, and handed in to the teacher as soon as written. The papers showed very little tendency to be "funny."

The characteristics, 3,880 in all, not counting miscellaneous and scattering points mentioned only by one or two pupils, were classified as follows:—

I. Characteristics relating to the management of the classwork:—

1 Impartial	333
2 Just	101
3 Makes lessons interesting	218
4 Fair in marking	167
5 Reasonable assignments	101
6 Does not "bawl out" pupils.....	91
7 Good leadership	72
8 Calls on all pupils	38
9 Puts pupils on honor	36
10 Gives pupils time to recite.....	29
11 Not too many exams.....	19
Total	1,205

II. Specific teaching qualifications:—

1 Ability to explain.....	256	}	405
2 Ability to teach	149		
3 Well educated	228	}	318
4 Experienced	32		
5 Progressive	46		
6 Interested in work	12		
Total	723		

III. General bearing toward pupils:—

1 Kind and courteous	190
2 Friendly with pupils outside of class.....	171
3 Takes a friendly interest in pupils	154
4 Sympathetic	143
Total	658

IV. Sense of humor:—

1 Pleasant in class	240
2 Enjoys fun	209
Total	449

V. Attitude toward backward and delinquent pupils:—

1 Helpful to slow pupils	208
2 Patient	71
3 Encourages the failing	67
Total	346

VI. Mental and moral characteristics:—

1 Well-poised, not easily excited	148
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2 Refined	42
3 Dignified	47
4 Sincere	50
5 Good moral standards	17
6 Respected by pupils	4
Total	313

VII. Physical characteristics:—

1 Young	71
2 Pretty	55
3 Healthy	27
Total	153

VIII. Interested in the outside activities of the school

Summary in order of frequency:—

I Points classed under class management	1,205	31%
II Points classed under specific teaching qualifications	723	18.1%
III General bearing toward pupils	658	17%
IV Sense of humor	449	12%
V Attitude toward backward pupils....	346	9%
VI Mental and moral characteristics.....	313	8%
VII Physical characteristics.....	153	4%
VIII Interested in outside activities.....	34	0.9%

ONE HUNDRED POSERS

Ohio has had a spell. Ohio has had many spells. This time it was a fifty-dollar spell. Each county in the state sent its prize winner to the state capital, where they had their spell in the House of Representatives.

To lend dignity and character to the occasion Governor Frank B. Willis presided and pronounced the words. There were only one hundred words, but each contestant tried each of them and the winner, Claude Gossett of Hillsboro, spelled eighty-seven of them. They were written and not spelled orally. These are the words they met at the contest:—

Connoisseur, pyre, punctilious, reconnaissance, salable, prescience, referable, tertian, calliope, Richelieu, skyey, sacerdotal, vassalage, minstrelsy, adolescent, bassviol, passé, habitué, soirée, azalea, elysian, irascible, crochet, incarcerate, Pontchartrain, renaissance, débris, obeisance, liquefy, inveigle, thesaurus, vaudeville, igneous, doggerel, equable, mirage, abattoir, desuetude, paulospore, patois, paucity, naïveté, nagana, incestuous, ineffable, doubloon, dytiscus, niccolite, Olentangy, nonpareil, prophesy, pyrotechnics, capias, mesa, matador, sepulchral, virtreous, finale, attaché, commandant, sarcophagus, décolleté, kaiser, consommé, erysipelas, résumé, sucrose, legible, auxiliary, creosote, abscission, baptizable, contumely, cynosure, prehensile, Yenisei, Monterey, melada, Schuylkill, Nueces, Poughkeepsie, Caribbean, Bayonne, zoöphyte, xyster, manacle, triglyph, rarefy, theine, roceme, onerous, isosceles, oleomargarine, suite, meningitis, Himalaya, Beirut, supersede, audible, Opelousas.

These are the unlucky thirteen that even Claude Gossett could not spell:—

Capias, décolleté, referable, soirée, melada, Opelousas, thesaurus, igneous, paulospore, patois, doubloon, dytiscus and niccolite.

MUSKOGEE SCHOOLS—A SYSTEM OF IDEAS AND IDEALS

(Continued from page 180.)

larger cities of the State there have been several changes in the office of superintendent during the six years Mr. Monroe has served at Muskogee. The results obtained there are not the product of a single year's work, but the cumulative effect of a consistent policy in school administration and the actual work of the schoolroom. It may be safely assumed that in the affairs of a school organization as well as in any business institution the most highly perfected system is not self executing or self operative. With effective organization and well developed system there has been intelligent direction, securing not only harmony in the school organization proper, but in bringing about harmonious co-operation on the part of the patrons and the schools.

The teacher-patron associations are not in themselves unique, but in Muskogee they are handled in a distinctive manner. They consist of an association for each one of the ward schools and for the high school, federated into a general organization. These associations are really a part of the school organization. They have a uniform constitution and each has the same number of meetings, that is, one every six weeks. The general topic for each of these periodical meetings is the same and the topics are confined to matters relating to the school work and the relations between the home and the school. They are in no sense political, they are not permitted to discuss administrative questions or to take any part in the election of members of the school board or the choice of teachers. They are organized upon the theory that the school authorities are competent to direct the school affairs, that there must be authority in the administrative and technical phases of the school work, and that the function of the teacher-patron association is to help the school organization in carrying out the authoritatively established policies rather than to endeavor to tell the school authorities what the policy shall be. The result is an unusual popular interest in what the schools are doing, an unusual number of visits to the schoolrooms on the part of parents, and the display of an unusually intelligent interest on the part of the parents in their efforts to help the work of the schools through these associations.

Superintendent Monroe, who has directed the schools for the last six years, or through the

period of their greatest growth, before coming to Oklahoma had served in a similar capacity in Indiana cities, and he took up his work with experience and training qualifying him for the task. How effectively he has met the duties of this position is demonstrated in the great school system Muskogee has today, a system that may justly be regarded as a monument to all who have had a part in its development. Mr. Monroe has surrounded himself with a capable corps of principals and teachers and by no means the least forceful factor in the work of Muskogee is the esprit du corps, the zeal and enthusiasm of this body of teachers.

While the school progress of Muskogee during the last six years has kept pace with her growth as the commercial and industrial centre of a distinctive part of Oklahoma, and as the metropolis of the east side, her school authorities are not content with what has been accomplished. Many things in the schools of Muskogee today were six years ago but the dreams of the superintendent and his associates. Another dream Mr. Monroe cherishes is the development of the high school into a real city college, and possibly, as Muskogee in the future realizes her ambition in the way of commercial and manufacturing development, the ultimate evolution of a city university.

FALLACIES IN ARITHMETIC TEACHING

(Continued from page 181.)

factor, and the other factor is to be found. Whether the dividend and divisor are like or unlike numbers is of no consequence in the solution of the problem or the determination of the result. It is well, however, to label numbers with their unit-names for convenience in referring to them while solving a problem or reviewing the work.

The list of fallacies might be extended indefinitely to include unnecessary and inapplicable terms and definitions, arbitrary rules, multiplicity of cases, extended reductions of compound numbers, and many other items that have been the stumbling blocks of past and present generations.

The important thing in all problem work is that the pupil shall visualize the problem in all the relations that it involves. Having done this, he cannot go astray as to the process. Then the arithmetical operations become purely mechanical.

Don't make tragedy of trifles,

Don't shoot butterflies with rifles—

Laugh it off.

—Henry Rutherford Elliot

TEACHING MORALS TO LITTLE CHILDREN—(IV.)

BY FRANCES WELD DANIELSON

6. KINDNESS (TO ANIMALS)

We are sometimes puzzled at being repelled by or at least indifferent to certain persons who are absolutely honest, whose word is unquestionable, who are models of industry, obedient to authority, and generous toward those less fortunate—in short, who exemplify the virtues we have discussed in these articles. Analysis shows us that the reason we are not drawn to them is because they are lacking in the quality of kindness, that is often shown by persons of less sterling character. They are hard and unfeeling. We do not go to them with our troubles. In spite of their generous donations, only as a last resort do we appeal to them for material aid.

So, in teaching morals to little children, we must not fail to develop their tender side, adding kindness to honesty, truthfulness, obedience and industry, and infusing generosity with a warm and kindly spirit.

A regard for the animal life about them is an essential to such a spirit. Cowper has well said:—

"I would not enter on my list of friends
(Though graced with polished manners and fine sense,
Yet wanting sensibility) the man
Who needlessly sets foot upon a worm."

Little children are often ignorantly cruel to insects and crawling things, not realizing that contortions with no outcry signify pain. They are greatly influenced by the actions of adults, and teachers cannot be too careful about killing harmless spiders or ants, instead of putting them outdoors gently, and saying that their place is not in the house. They should also explain that flies are harmful, and that killing harmful creatures painlessly is very different from torturing them.

Becoming well acquainted with animals, birds and insects is the first step to kindly treatment of them, so this study is not only scientific, but a great means of developing kindness. Merciful treatment of the specimens that are brought in for examination furnishes a good example to the children. Feeding the winter birds and squirrels is also possible in many schools.

In the first grade games of bird life used in the kindergarten may be continued and help to engender interest in bird life. Stories are effective in creating ideals of kindness to animals, and there is much available material, as will be seen from the following list:—

"The Forest Full of Friends." Alden: "The Knights of the Silver Shield," page 90. Van Sickle and Seegmiller: "Riverside Third Reader," page 127 (adapted). Gaining the friendship of wood creatures.

"The Open Gate." Lindsay: "Mother Stories," page 67. Carelessness with animals.

"The Bell of Atri" (simplified). Baldwin:

"Fifty Famous Stories Retold," page 69. How a neglected horse begged for justice.

"Hans and His Dog." Lindsay: "More Mother Stories," page 35. How a dog saved a boy.

"The Queen Bee." Grimm: "Fairy Tales." Contrast between cruelty and kindness.

"Out of the Nest." Lindsay: "More Mother Stories," page 69. Kindness to a bird.

"Why the Evergreen Trees Never Lose Their Leaves." Holbrook: "The Book of Nature Myths," page 118. Bryant: "How to Tell Stories to Children," page 153. Contrast of kindness and unkindness to a bird.

"Lincoln's Kindness to Animals." Van Sickle and Seegmiller: "Riverside Third Reader," page 93.

"Androclus and the Lion." Baldwin: "Fifty Famous Stories Retold," page 87. An animal's return of kind treatment.

"Snow White and Rose Red." Grimm: "Fairy Tales." Reward of kind treatment of an animal.

"The Three Rabbits." Danielson: "Little Animal Stories," page 143. Animals' appreciation of a kind child.

"The Little Shepherd." Lindsay: "More Mother Stories," page 95. Courageous care of animals.

"Moufflou." De la Ramee: "Bimbi and Other Tales," Wiggin and Smith: "The Story Hour," page 59 (adapted). Devotion of a boy and a dog.

"Alexander and Bucephalus." Baldwin: "Fifty Famous Stories Retold," page 106. Friendship of a man and a horse.

"The House in the Woods." Grimm: "Fairy Tales." Bailey and Lewis: "For the Children's Hour," page 321 (adapted). Reward of kindness to animals.

"Dumpy, the Pony," Lindsay: "More Mother Stories," page 117. Repentance for neglecting duty to a horse.

"David the Shepherd Boy." The Bible: I Samuel 16: 12b; 17: 15, 34-36a. Courage in care for animals.

7. KINDNESS (TO PEOPLE).

Important as it is that children be encouraged to protect animal life, which when domesticated is so entirely at man's mercy, that teacher is putting human life on a very low plane who exacts greater consideration for brutes than for the child's companions.

One cannot expect too high a motive in little children's acts of kindness, for they are just emerging from the period of egoism necessary to the preservation of life. Great self-sacrifice is a matter of education and should not be required. The instinct to help is quite liable to be inspired by the wish to show their

capabilities and to exercise their powers to the utmost. Notwithstanding this, the wise teacher, like the wise mother, will always encourage offers of helpfulness, as the practice of deeds of kindness assists in arousing a real spirit of kindness. Appreciation of kind acts on the teacher's part is an incentive to more such deeds.

Perhaps even more important than kindness shown from children to their teacher is that a kindly spirit shall exist among the children. Real cruelty is common in the treatment of a deformed child or one that has some peculiarity of appearance or speech or manner. This can be discountenanced by the teacher's attitude. Games are a great training in showing courtesy and in kindly consideration. There is also a wealth of stories that will raise ideals of kindness in little children, which will help them to so grow in tenderness that one day they will be capable of self-sacrifice.

"How the Lame Man and the Blind Man Helped Each Other." Scudder: "The Book of Legends," page 18. Alexander: "Child Classics, II." Mutual aid.

"The Princess Beautiful." Van Sickle and Seegmiller: "Riverside Third Reader," page 83. Contrast of kind and unkind treatment of one in distress.

"The Eyes of the King." Danielson: "Story Telling Time," page 45. Reward of kindness.

"The Bag of Smiles." Alden: "The Knights of the Silver Shield," page 105. How kindness brings happiness.

"The Little Half Chick." Bryant: "Stories to Tell to Children," page 33. Punishment of unkindness.

"The Search for a Good Child." Lindsay: "Mother Stories," page 123. Kindness the great test.

"The Crown." Danielson: "Story Telling Time," page 160. Gaining the crown of kindness.

"The Elves and the Shoemaker." Grimm: "Fairy Tales." Bryant: "Stories to Tell to Children," page 109. Returning kindness.

"The White Dove." Lindsay: "More Mother Stories," page 145. Kindness a necessity for good companionship.

"The Ant and the Dove." Æsop: "Fables." "Boston Collection of Kindergarten Stories," page 176. Bailey and Lewis: "For the Children's Hour," page 329. Returning a kindness.

"The Lion and the Mouse." Æsop: "Fables," "Boston Collection of Kindergarten Stories,"

page 31. Scudder: "Fables and Folk Stories," page 41.

"Margaret of New Orleans." Bryant: "Stories to Tell to Children," page 195. An example of kindheartedness.

"Diamonds and Toads." Lang: "Blue Fairy Book." "Boston Collection of Kindergarten Stories," page 63. Kind and unkind speech.

"Why the Morning Glory Climbed." Bryant: "How to Tell Stories to Children," page 137. Kind helpfulness.

"The Good Samaritan." The Bible: Luke x: 30-35. A parable on kindness.

"Joseph and His Brothers." The Bible: Genesis 37-47 (selected). Unkindness returned by kindness.

A RECOLLECTION OF LONGFELLOW

BY E. S. NADAL

[Harper's Monthly Magazine for February, 1916.]

The first time I saw Mr. Lowell I dined with him at Longfellow's house in Cambridge. I had brought a letter to Longfellow from William Cullen Bryant. I was somewhat surprised by Longfellow's appearance. He was shorter than I had expected, and inclined to stoutness. But he was a handsome man, one of the most attractive that I have ever seen. That was what every one said of him. I remember particularly his voice, which was very musical. There was a certain agreeable deliberation in his way of speaking. Then the poet and scholar were so large a part of his nature, and he had such a feeling for the romance of knowledge and of literature. I remember the charming voice and manner in which he told me that the Italian wine which he gave me at dinner was, he believed, the Massic of Horace. The benignity and courtesy which were his characteristics bore, I fancy, some relation to his beauty. The world looks kindly upon a beautiful person, and it is natural that such a person should return the world's amiable regard. This beauty and grace were no doubt qualities which had always been Longfellow's. My old friend, George Ripley, the founder and head of Brook Farm, told me that he once saw Longfellow, then a young professor at Bowdoin, give some degrees to a class of young men at a Bowdoin Commencement, and how impressed he was with the grace, and especially with the good feeling, which he showed.

Grammars of rhetoric and grammars of logic are among the most useless furniture of a shelf. Give a boy "Robinson Crusoe." That is worth all the grammars of rhetoric and logic in the world. . . . Who ever reasoned better for having been taught the difference between a syllogism and an enthymeme? Who ever composed with greater spirit and elegance because he could define an oxymoron or an aposiopesis?—Thomas Babington Macaulay.

A TRIBUTE TO JOHN G. LEWIS

To the Editor of the Journal of Education:—

Dear Sir: I notice in your columns the announcement of the death of John G. Lewis, who for fifty years was the principal of the Webster School of New Haven, and I wish to add my word of commendation of him.

More than sixty years ago my father was the prudential committee in a small school district of this state, and as there had been much dissatisfaction with former teachers he resolved to secure the best the money at his command would tempt. After much correspondence Mr. Lewis was hired, and it was my privilege to attend his school for a winter term. I was then about nine years old, and he, perhaps, twenty. I well remember the morning of the first day.

From the first he had the confidence of every boy and girl. While before his time many disliked to go to school, now it was a pleasure for all. His discipline was of the best and kindest and always secured a willing obedience. He brought new thoughts to us which stimulated our minds and made learning a delight, and there was no "creeping slow to school," that winter. He gave me a thirst for knowledge such as I had never known before, and in my early teaching he was my ideal. When the term closed the hearts of all were saddened, and we all united in saying that he was the best teacher that ever taught that school.

But few of those pupils are now alive, but I am sure if any of them chance to read what I am writing they will endorse every word.

I saw him but seldom in his later life, but two or three years ago I wrote him a letter expressing my appreciation of what he did for me when I was a boy. I hope it cheered his declining years and that others of his pupils did not fail to show the esteem in which he was held.

Barrett B. Russell.

Brockton, Mass.

Kirkville, Mo., January 16, 1916.

Editor Journal of Education:—

A leading Michigan physician recently said: "It is not generally recognized that the problem of curing disease is quite different from the problem of preventing disease. The doctor, wholly absorbed in attempting to cure disease, cannot be expected to successfully turn, without special preparation, at once to the problem of teaching the public how to prevent disease, and yet, under present conditions in Michigan, if this knowledge is conveyed to the public, the doctors of the state must, without compensation, serve as conveyors." Why should the schools of any state wait for the members of medical profession to step aside from the usual trend of their profession and take up the matter of educating the people in so important a line as the public health, when the school is so much more admirably adapted to that very thing? The physician can do much to assist, but the great mass of the active work of educating the people in personal and community hygiene and sanitation ought to be done by the schools. How few teachers prepare themselves to do anything along this line.

Sincerely yours,

W. J. Bray.

S. C. C., New York: I have taken your Journal for a number of years, and although during that time I have taken other educational papers and magazines, yours is so far superior that I am taking it alone now, and it covers the entire field in a wonderful manner.

BOOK TABLE

THE AMERICAN COLLEGE: A Series of Papers Setting Forth the Program, Achievements, Present Status, and Probable Future of the American College. With an introduction by William H. Crawford, president of Allegheny College. New York: Henry Holt & Company. Cloth. 205 pp. Price, \$1.25, net.

This is a collection of eleven papers on the general subject of the American College, read at the celebration of the one hundredth anniversary of the founding of Allegheny College. The contributors are all notable educators, including Presidents Faunce (Brown), Thwing (Western Reserve), Finley (State of New York), and Meiklejohn (Amherst), Dean Haskins (Harvard Graduate School), Professor Paul Shorey (University of Chicago), and P. P. Claxton, United States commissioner of education. The topics treated are: "The New England College," "The Place of Languages and Literatures in the College Curriculum," "The Place of the Newer Humanities in the College Curriculum," "The Place of the Physical and Natural Sciences in the College Curriculum," "The College as Preparation for Professional Study and for Practical Affairs," "The Present Status and Probable Future of the College in the East, in the South, and in the West," "The Function of the College as Distinct from the High School, the Professional School," and "The University and the American College in the Life of the American People." In such an array of contributors it is difficult to characterize. All the addresses are authoritative, interesting and stimulating, and taken together give a fresh and comprehensive outlook on this most important topic.

THE AMERICAN SCHOOL. By Walter S. Hinchman. The American Books Series. New York: Doubleday Page & Co. Price, \$1.00, net.

An interesting series of books for young people along a new line is being published under the general title, "The American Books." The series is designed to present a popular, authoritative discussion of typical American problems and movements. There can be little doubt that the critical years now passing mark a period of extraordinary interest in this country's history. The break-up of the long accepted situation in Europe has quite altered the position of the United States in international affairs. A survey of some American problems of today will prove of peculiar interest at this time.

This volume, "The American School," by Walter S. Hinchman, English master in Groton School, will be of great value to every parent who has children of school age, and to everyone interested in education. Mr. Hinchman, a teacher of successful experience, lays particular emphasis on the need for understanding co-operation between parents and teachers. He stresses the importance of growth through production as the underlying principle of the whole educational process.

Mr. Hinchman's discussion embraces the public high school as the typical American school, the work the private schools are doing, the curriculum as embodying vocational, cultural and disciplinary studies, athletics, religion and kindred problems before teacher and parent.

THE THREE THINGS. By Mary Raymond Shipman Andrews. Boston: D. C. Heath & Co. Cloth. 58 pages. Price, 50 cents.

This story is called "The Greatest Story the War has Produced," which, allowing for the impossibility of proving the implied comparison, since we haven't read all the war stories, may be permitted to stand as correct. Mrs. Andrews, moreover, has a habit of producing great stories, as readers of her Lincoln story, "The Perfect Tribute," will attest. "The Three Things," which the horrors of war dissipate forever in the soul of Philip Morton are (1) class pride, (2) religious disbelief, and (3) race prejudice. The young, opinionated snob returns from the war a broad-minded, human, Christian man. The man who characterizes the Germans as "canaille" and "vulgarians" learns to respect them as being as courageous, courteous, and "gentlemanly" as himself. (Right here the attention of The Fatherland is to be called to the fact that the author's sentiments as to the Germans are not expressed in the young man's tirade of the opening of the story, but in his mother's rejoinder, "That's a cheap speech," which The Fatherland characteristically failed to quote in a recent editorial on this book.) At the same time he learns that "a man's a man for a' that," and that God

is God, however we worship Him. It is a beautiful, moving story, lofty in its conception, delicate in its treatment. No one can read it without coming to feel the unmatrinalness, the stupidity, the very criminality of the world's blindness to the two commandments which sum up the law—love of God and of our neighbor. It carries with it a great lesson, not only for those engaged in war, but for those of us who enjoy the benefits of peace—a lesson to be practiced in our daily lives.

HOW TO STUDY AND WHAT TO STUDY. By Richard L. Sandwick, principal high school, Highland Park, Illinois. Boston: D. C. Heath & Co.

This little book is as full of wise counsel as an egg of meat. The first part treats of "The Principles of Effective Study," and the second part of "What to Study and How." It is impossible to do more than to commend this thesaurus of information and suggestion to students and to those who have not ceased to be students.

A BRIEF BIBLIOGRAPHY OF BOOKS RELATING TO THE REPUBLICS COMMONLY CALLED LATIN-AMERICAN. By Peter H. Goldsmith. New York: The Macmillan Company. Paper, 126 pp.

This is a helpful guide to the descriptive literature dealing with the Latin-American republics. It contains a fairly complete list of readily available books in English, Spanish and Portuguese arranged alphabetically by authors. Systematic reading is made possible by a classified index by countries and subjects, with page references. Each work entered is accompanied by a critical comment, long or short according to the importance of the book, and in these Mr. Goldsmith shows his broad knowledge of the entire field, as well as intimate acquaintance with important details. The book is of first importance in view of the constantly increasing political, social and economic interests which bind us to our sister republics of the Western Hemisphere.

A HANDBOOK OF THE BEST PRIVATE SCHOOLS OF THE UNITED STATES AND CANADA. Boston, Mass.: Porter E. Sargent. Illustrated. Price, \$2.00.

This book purports to be a guide for parents but it will prove equally valuable for educators and all interested in schools. It brings together an immense amount of intimate and interesting information on the thousand or more private schools that are considered. The treatment of the schools is both critical and discriminating, and recognizes the guiding personalities as the most important element in determining a school's character.

A composite and impersonal view of the schools is presented, for the opinion of the best informed educators has been sought and their contributions carefully edited. The chapter on "How this Book was Written" is a story of human interest explaining how the co-operation of hundreds of educators was enlisted to make this book at once significant and accurate.

The historical chapters on "The Development of the Private School" and the history of "The Education of Girls" are carefully constructed, and the sketch of the beginnings of the summer camp movement has involved original research.

The comparative tables bring together in compact form more significant information than has ever been presented in the same space. An educational directory which should be of daily value to educators is an interesting feature of the book.

The volume is produced in a handsome format and the typography, press work and binding are of the best.

SPINDRIFT: Salt from the Ocean of English Prose. Edited by Geoffrey Callender. New York: G. P. Putnam's Sons (representatives of Cambridge University Press). Cloth. 432 pp. Price, 90 cents.

This is an anthology of English prose dealing with the sea, chosen from the works of the masters with an eye to showing the influence of the sea upon them and their work. The authors include many of the greatest names in English literature from Wycliffe, Chaucer and Malory to Frode. The place of American writers in the collection is an important one, selections being given

from Irving, Poe, Dana, Prescott, Hawthorne, Motley, Emerson and Lowell. England is represented by Hakluyt, Raleigh, Bacon, Shakespeare, Pepys, Evelyn, Wycherley, Congreve, Addison, Steele, Defoe, Swift, Smollett, Fielding, Sterne, Goldsmith, Burke, Southey, Scott, Lamb, Carlyle, Macaulay, Dickens, Ruskin, Kingsley, Thackeray and others. All the selections have the interest that is inherent in the subject, and care has been taken not to include any passages in which a maze of technical expressions obscures the thought. The lover of the sea will, therefore, not find himself hampered by ignorance of the intricacies of the language of the sea, and can immerse himself to his heart's content in the pictures of the sea and its beauty and romance here presented.

FRENCH PLAYS FOR CHILDREN. By J. E. Spink (University of Chicago). Boston: D. C. Heath & Co. Cloth. Illustrated. 85 pp. Price, 35 cents.

This is a collection of seven simple French plays for acting in children's classes in the language. The plays vary in length from brief episodes to the three acts (short ones, of course) of "Jeanne d'Arc," and deal with folklore legends and history. The language is simple but idiomatic. The music of a number of French songs (Frère Jacques, Au Clair de la lune, etc.) and the usual vocabulary are included.

ETHICAL READINGS FROM THE BIBLE. By Harriet L. Keeler and Laura H. Wild. New York: Charles Scribner's Sons.

These teachers of experience have undertaken to group for use in public schools some of the ethical teachings and parables of the Bible. The selections are made with discrimination and are varied. It is an admirable book of seventy-nine pages for a teacher's use in public reading or for class work. There cannot be any objection to it on religious grounds.

A "DAY" OF CREATION, OR QUESTIONS ABOUT THE CREATION AND ATTEMPTS TO ANSWER THEM. 67 Holland street, Blackfriar, London: King & Jarrett Company.

This is a comprehensive scheme of explaining the exact meaning of the "Days" of Creation as suggested by the Genesis account. It is a genuinely devout study of the Bible with an intelligent comparative study of history and science. We have seen no other similar attempt to justify the Bible story of the Creation without quarreling with science as science but questioning some interpretations of science. It is a masterful presentation of the Bible as related to God's purpose for man.

THE DAILY SPELLER FOR FIRST GRADE. The same for Second Grade. By M. Lida Bartlett. Philadelphia: J. B. Lippincott Company. Illustrated.

The scheme of these books is to teach spelling in the two lower grades much as reading and language are taught, using attractive colored pictures to interest children. The books have the charm of newness.

BOOKS RECEIVED

- "The Ways of Woman." By Ida M. Tarbell. Price, \$1.00. New York: The Macmillan Company.
 "Financing the Public Schools." By Earle Clark. Cleveland, Ohio: The Survey Committee of the Cleveland Foundation.
 "How to Know Your Child." By M. F. Scott. Price, \$1.25. "Tad and His Father." By L. L. Bullard. Price, 50c. "The Three Things." By M. R. S. Andrews. Price, 50c. Boston: Little, Brown & Co.
 "Lippincott's Practical Arithmetic—First and Second Books." By Bruff, Hayden and Watkins. "Daily English Lessons." Book III. By W. H. Wilcox. "Daily Speller for First Grade and Daily Speller for Second Grade." By M. L. Bartlett. Philadelphia: J. B. Lippincott Company.
 "The American College." By W. H. Crawford. Price, \$1.25. New York: Henry Holt & Co.
 "Stories for Kindergarten and Primary Schools." By Sara E. Wiltzie. Boston: Ginn & Co.
 "The New England Conscience." By James P. Munroe. Price, \$1.25. "Alcott Memoirs." By Dr. F. L. H. Willis. Price, .00. Boston: Richard G. Ridger.
 "Writing for Vaudeville." By R. Page. Price, \$2.00. "Technique of Play Writing." By C. Andrews. Price, \$1.62. Springfield, Mass.: The Home Correspondence School.
 "Studies Introductory to a Theory of Education." By E. T. Campagnac. Price, 90c. "A Picture Book of British History." (Vol. II) Compiled by S. G. Roberts. Price, 90c. "Applied Mechanics." By E. S. Andrews. Price, \$1.10. "Experimental Physics." By H. A. Wilson. Price, \$2.50. "Spindrift." Edited by G. Callender. Price, 90c. "Botany." By D. Thoday. Cambridge, England: University Press.
 "Teaching Literature in the Grammar Grades and High School." By Emma Miller Bolenius. Price, \$1.25. Boston: Houghton Mifflin Company.
 "The Adolescent Period." By Louis Stair. Price, \$1. Philadelphia: P. Bakistons Sons & Co.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

FEBRUARY.

18-19: North Central Council of State Normal School Presidents. Auditorium Hotel, Chicago. Frank A. Weld, Moorhead, Minn., president; W. P. Morgan, Macomb, Ill., secretary-treasurer.

19: Connecticut Business Educators' Association, Hartford, Conn.

22-25: National Education Association Department of Superintendence, Detroit, Mich. D. W. Springer, Ann Arbor, Mich., secretary.

23-24: Conference of City Normal Schools, Detroit, Mich. James Fleming Hosc, Chicago Normal College, Chicago, Ill., chairman.

23-25: The National Association of State Supervisors and Inspectors of Rural Schools, Detroit, Mich. Cyrus J. Brown, State Supervisor of Rural Schools, Baton Rouge, La.

28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.

10-11: Eleventh Conference of the Schools of Vermont with the State University, Burlington. J. F. Messenger, University of Vermont, Burlington, director.

10-11: New Jersey Council of Education, Newark.

13-18: California Teachers' Association (Central Section). Superintendent E. W. Lindsay, secretary.

16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

30: Florida County Superintendents' meeting, Live Oak. W. N. Sheats, Tallahassee, state superintendent.

APRIL.

6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.

6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.

16-20: The Southern Conference for Education and Industry, New Or-

leans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NOVEMBER.

16-18: Missouri State Teachers' Association. St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. The bill providing that no child under sixteen years of age shall be employed more than five hours in any day when the public schools are in session, was killed in the Legislature last week. When the adverse report of the Committee on Education came up before the Legislature. Mr. Cummings of Boston moved to substitute the bill for the unfavorable committee report. He said that the proposed act was desired by a large majority of the labor people and was opposed only by the members from the textile centres, which profit from the toil of minor children.

Mr. Cross of Royalston, who had charge of the adverse report, said that organized labor represented only one-seventh of the wage-earners in the state. He did not believe that one-fourteenth wanted this bill. He was as much opposed as any one to making boys labor in any way which would stunt their growth.

Many boys, he said, want to work and do something productive. They hate to go to school. They have to be driven and are bad scholars when they get to school. School courses all over the state would have to be reorganized if the bill were passed. Special cases must be made of such boys.

Mr. Catheron of Beverly said that although he had voted against the bill last year and year before, he should vote for it this year. As a school teacher, he saw that there was need of changing the courses to accommodate the boys who ought to be covered by the instruction in the public schools. He realized that the bill would make much trouble for cities and towns in way of revising their courses, but they could make their changes gradually.

Mr. Halliwell of New Bedford, opposing the bill, said only a few members of the Federation of Labor supported the bill. It had been introduced by the Legislative agent of the federation, who was now outside, lobbying for it. J. J. Brennan of Boston interrupted to ask if Henry Sterling, whom Mr. Halliwell referred to, did not have the support of the Federation of Labor. Mr. Halliwell said he did.

Then Mr. Halliwell said that he was in touch with the poorest mill employees, and this bill would be hard on them. Opportunity enough exists



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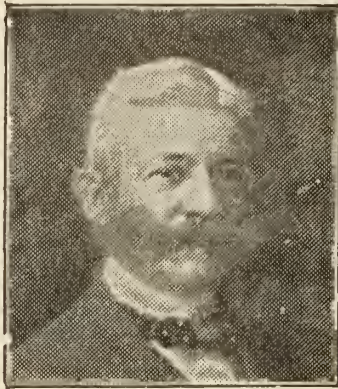
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MASSACHUSETTS

under the law for any child to complete his education who wants to do so. This bill, he concluded, is part of a movement for \$5 a day, five days a week, five hours a day.

Mr. Achin of Lowell opposed the bill. Massachusetts, he said, leads all other states industrially in its care for labor and we may well wait to let them advance nearer to us. The mothers of children may be trusted to look out for their welfare. If they send them into the mills, it is because of urgent conditions at

home compelling the family to get the earnings of the children.

Mr. Belcher of Randolph opposed the bill because it would tend to drive to school some boys who hate school and will not make decent scholars if they are forced to go. Mr. Morrill of Haverhill advocated a referendum. Mr. Mulvany of Fall River said Fall River would vote the bill down.

He believed that some of the increase in juvenile crime was due to the law of 1913 preventing boys be-

tween fourteen and sixteen from working over eight hours a day. If their time were limited to five hours a day, he said, they would be thrown out of work altogether, for manufacturers would not hire them.

Substitution was defeated on rising vote, thirteen yeas to ninety-one nays. The adverse report was then accepted.

ATTLEBORO. The school committee has decided that high school students shall not be permitted to hold school dances during the first

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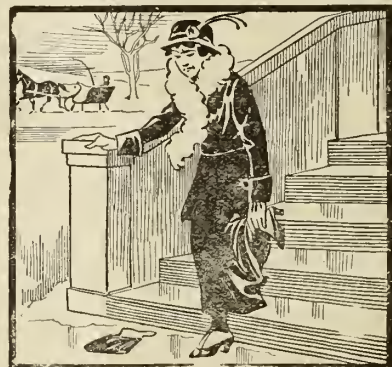
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five evenings of the week. High school students show little interest or preparation in their classes on days following dances, it is found here.

VERMONT.

BURLINGTON. The eleventh conference of the schools of Vermont with the State University will be held in Williams Science Hall, at the University here, March 10 and 11. Important problems of secondary education will be discussed at every session by school workers of this state and from outside.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

ATLANTIC CITY. An innovation which has been very successful here is described by Superintendent Boyer as follows:—

"As an experiment, the kindergarten rooms of the school buildings of this city were kept open on four Saturday mornings for a period of two hours. The rooms were in charge of kindergarten teachers, assisted by teachers of primary grades and by boys and girls of the senior class of the high school department. The admission was limited to children of the kindergarten and the primary grades, the object being to read and tell stories to the pupils who attended.

"To our surprise we found that there was a most liberal response to this opportunity. The first morning we had an enrollment of 1,000, and the average for the four Saturdays was 783.

"We were so successful in this experiment that we shall try it again in 1915-16. Our idea is to gather into the school buildings Saturday mornings, for a period of two hours, children of the primary grades, thus offering an opportunity to teachers of the primary grades and also to the seniors of the high school to form the habit of reading and telling stories to children."

PENNSYLVANIA.

MERCER COUNTY. Mercer County's superintendent of public

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editor of "Intelligence" and "The Week's Current," and well known educator, offers to Institutes, Normal and Summer Schools, etc., a series or choice of Lectures on:

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S T A T E N O R M A L S C H O O L, Salem, Massachusetts, Coeducational Department for the pedagogical and technical training of teachers of the commercial subjects. **J. Asbury Plimann, Principal.**

schools, H. E. McConnell, in co-operation with one of the best-directed Bureaus of Agricultural Extension in the state under the alert and progressive direction of a young state college man, C. G. McBride, has instituted the "Young Farmers' Club" with practical restrictive membership requirements. Prizes are awarded each year, for the best acre and quarter acre of corn and potatoes respectively, and for the feeding and judging of live stock. These prizes are

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provided at Mr. McConnell's instance by various organizations and individuals throughout the county. This year they consisted of gasoline engines, trips to State College, and cash. For girls the "Home Girls' Club" affords instruction in sewing and cooking in the ten or more "classes" that meet steadily through the summer. The exhibit of the Home Girls' Club at the Mercer Fair in September was notable and significant. Mr. McConnell, moreover, has for the past two years successfully conducted among the girls in the public schools, contests in bread and cake baking. The increasingly wide-spread interest shown in these contests, not only by the contestants but by their parents, friends and neighbors is remarkable. In December a banquet for these boys and girls is held, followed on the next day by a "Round-Up" in Mercer's imposing new Court House, where the competing products are on exhibition, an interesting and impressive program given by the boys and girls, addresses made by prominent educators and public men, and the prizes of the year awarded.

Two separate outings are held in August, when the boys and girls under careful and sympathetic supervision enjoy a week or more of camp-life. This year the boys' camp, "Cloverleaf," was on the Shenango river under the direct oversight of Mr. McConnell, Mr. McBride and Mr. C. W. Clemmer, of the Boys' Work Department of State College. The girls, chaperoned by Mesdames McConnell and McBride, Miss Allen of the Farm Bureau Extension Department and Miss Barnes, assistant superintendent, formed "Camp Content" on Neshannock Creek.

Through the various activities referred to above, Superintendent McConnell has reached directly over fifteen hundred boys and girls.

SOUTHERN STATES.

ALABAMA.

MONTGOMERY. Advocating a

division of the grades on a "seven-three" basis, N. R. Baker, editor of the Alabama Educational Exchange, says:—

"The seven-four plan; the eight-four plan and the six-six plan have their shortcomings. The seven-three, however, fits well into what we conceive to be a perfectly rounded course of study.

"By a seven-three plan we mean the division of the course of study into seven groups of three years each. In making this classification we begin with the very beginning of life. If a normal child were to proceed regularly by this plan, he would be twenty-one years of age when graduated from the university.

"The scheme we propose is as follows:—

- 1 to 3 years of age—Infantile period.
- 4 to 6 years of age—Kindergarten period.
- 7 to 9 years of age—Primary period.
- 10 to 12 years of age—Elementary period.
- 13 to 15 years of age—Junior high school period.
- 16 to 18 years of age—Senior high school period.
- 19 to 21 years of age—College period.

"The importance of the first three years of life must not be underestimated. Though these are not exactly years of school life, yet in the broader meaning of education they belong to a period of development of which the state must sooner or later take cognizance. In this period the nurse is the teacher. The nurse teacher should be properly trained for her duties. The teacher may be in nearly every instance, and probably should be in every instance the child's own mother. There is never a time in the life of a child when it does not permit of mental as well as of physical development. While this period is pre-eminently physical, yet the mental and moral and even the manual development should not be ignored.

"The second period, the kindergarten, if not the most important, is next to the most important of the

child's life. The kindergarten is to a certain extent fundamental. It will yet be a long time before those living in rural districts will find kindergarten training feasible. But the fact does not lessen the truthfulness of the statement or the importance of the training of this period. It will be necessary for us to study the methods of the kindergarten, and extend its work downward so as to meet the great necessity for an all-round development of the child during these three years which brings it to the beginning of the seventh year of life."

CENTRAL STATES.

ILLINOIS.

GALESBURG. President Thomas McClelland announced a gift of \$50,000 to Knox College from an anonymous friend of the institution. Knox is raising \$500,000 additional endowment, of which about \$300,000 has been subscribed.

MISSOURI.

JOPLIN. This city is enjoying a remarkable reign of prosperity. There are 1,200 more pupils now than there were a year ago. There is to be a new high school plant costing \$350,000.

SOUTHWESTERN STATES.

NEW MEXICO.

SANTA FE. For the first time in its history, the number of people in teaching positions in the schools of New Mexico exceeds 2,000. Statistics just compiled by Chief Clerk Rupert F. Asplund show that last year 1,936 persons were on the teaching force of the state, who drew a total of \$981,890.85 in salaries or an average of \$507.54 per annum. The average school term was 762 months, which is very good, considering that in Illinois, in a much older and tremendously wealthy state, the average term was only 7.7 months.

Chief Clerk Asplund, in commenting on these figures and those of Tax Agent James, says:—

"The study of 'School Costs in New Mexico' by Mr. James is one of considerable significance and indicates that New Mexico will continue its progress along educational lines by applying the strictest principles of scientific management as regards the expenditures of public funds. To this test the school system is ready to submit its case. The education of its children, as has been said, is the biggest business of the state and it is well the people should know the cost of the business. The study of school expenditures will no doubt lead to the study of other classes of expenditures such as roads, courts, local government, etc.

"If the cost of maintaining the schools is estimated on a total population per capita basis, it will be found that in the year 1912-13, thirty-six states spent more per capita of population than did New Mexico. New Mexico spent \$3.01 per capita while the average for the western division was \$8.73, nearly three times that of New Mexico. In fact the states spending less than New Mexico on any basis are usually those where high illiteracy percentages prevail."

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EXAMPLES of January placing show that a recommendation agency must be as active in January as in September. At the Holidays the principal of the high school at Schenectady was a candidate for English work, then teaching in the Syracuse high school, and on January 21 she began her work in Schenectady. On January 10 the superintendent of schools of Greenwich, Connecticut, came to our office to meet Miss —, a college woman with a year's experience just finishing her commercial training in the Central City Business College and engaged her for January 15 the principal at Jordan tele-commercial work at \$900 to begin at once. On **JANUARY 15** we phoned asking us to recommend a teacher of Latin and English. We asked a Vassar graduate with 3 years' experience to apply in person and on January 24 she began work. On January 18 the superintendent at Schenectady asked us to recommend a kindergarten teacher to begin February 1, and on January 28 wrote us that our candidate, a graduate of the Geresee Normal with one year at Alfred University, had been appointed. Teachers free to begin work at any time during the year will do well to take advantage of our facilities for immediate **PLACING.**

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"Catherine Goggin Memorial Number." Margaret A. Haley's Bulletin, Vol. I, Nos. 9 to 13 inclusive. 50 pages. Chicago, Ill.

"A School of Today." The Newton, Mass., Vocational School. By Morris Lombard. Reprint from the National Magazine. 15 pages.



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Reinold Werrenrath and Chorus
- 17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.)
Victor Male-Quartet
- 17644 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)
Raymond Dixon and Harry Macdonough
- 35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet
- 17164 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

- 64213 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.)
Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline
- 15912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck
- 17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

- 14912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
- 64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

- Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
- 55063 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson.)
Lucy Marsh and Reinold Werrenrath
- 64194 Act IV, Scene 1. Recitation: Mercy Speech. Ellen Terry

MERRY WIVES OF WINDSOR

- 35270 Overture. (Nicolai.)
Symphony Orchestra of London
- 17724 Song "Greensleeves" (very old). Raymond Dixon

MUCH ADO ABOUT NOTHING

- 17702 Act II, Scene 3. Song: Sigh No More, Ladies. (Stevens.) Raymond Dixon
- 17115 Act II, Scene 3. Recitation: Benedick's Idea of a Wife. Ben Greet

MIDSUMMER NIGHT'S DREAM

- 31819 Overture. (Mendelssohn.)
Victor Concert Orchestra
- 31159 Wedding March. (Mendelssohn.) Pryor's Band
- 55048 Wedding March. Victor Herbert's Orchestra
- 35238 Selection of Principal Airs. (Mendelssohn.) Pryor's Band
- 55048 Act II, Scene 3. Song: Ye Spotted Snakes. (Mendelssohn.) Victor Women's Chorus
- 5853 Duet: I Know a Bank. (Horn.)
Mrs. Wheeler and Miss Dunlap
- 17209 Trio: Over Hill, Over Dale.
Mrs. Wheeler, Misses Dunlap and Baker

TWELFTH NIGHT

- 17662 Act II, Scene 3. Clown's Song: Oh, Mistress Mine. (W. Byrd.) Raymond Dixon

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- 17843 The Butterfly. Victor Band
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- 64267 Lo, Here the Gentle Lark. (Bishop.) Alma Gluck

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- 88421 Lovely Angel. Farrar-Clement
- 70102 Fairest Sun Arise. Lambert Murphy
- 35234 Selection. Pryor's Band
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Victor Concert Orchestra

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- 88138 Act I. Brindisi (Clink the Wine Cup). Pasquale Amato
- 83466 Act II. Othello's Creed. Titta Ruffo
- 47071 Now Forever Farewell. Enrico Caruso
- 89075 We Swear by Heaven and Earth. Caruso-Ruffo
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BOSTON, FEBRUARY 24, 1916

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A. E. WINSHIP, Editor

LOS ANGELES SCHOOLS TEN YEARS IN ADVANCE OF TIMES

[Mrs. Ella Flagg Young, former superintendent of city schools in Chicago and nationally famous as an educational expert, is visiting in Los Angeles. Since her arrival Mrs. Young has familiarized herself with the schools of this city, and to The Evening Herald she expressed her views of what the scope of modern schools should be and how the Los Angeles schools measure up to her standard. Here is the statement on these subjects, as told to The Evening Herald by Ella Flagg Young:]

The Los Angeles city schools are ten years ahead of the times and far in advance of all other schools in America.

If the city schools here were to stand still for ten years they would still lead the American public school system.

Today public schools are in a decidedly transitory stage, expanding in many directions and feeling their way for still further expansion.

Primarily I believe in progressive schools that reach out to assume more and more social responsibilities, and that undertake more activities in the life of the community.

ADVANTAGE TO COMMUNITY.

While the first function of the schools is to train the brain and hands of children, we are finding that it can assume other functions with enormous advantage to the community and with added efficiency for the schools.

In Los Angeles I see that Superintendent Francis has taken for the basis of his work the fact that play is the foundation for the child's activities.

Acting on this, he has builded up great schools which are prepared to turn out more kinds of valuable citizens than any other public schools I know of.

There may be a few cities that surpass Los Angeles in educational work along some specific line, but there is no city that equals it for well balanced, advanced education.

In these schools I see that boys and girls have opportunity to select the work for which they have ability, talent or genius. And I see that the work is presented in such a way that they like it.

CLUB WOMEN HELP.

The work now taken up by the club women

of Los Angeles to campaign against illiteracy among foreigners and to secure more night schools is of inestimable value. But in developing this work it should always be remembered that it is the teachers and not the club women who are experts in education, and while the club women may lead in the movement, when it comes actually to doing the work they should leave it to the teachers.

To carry education to the homes and to adults is a new phase of modern schools.

I have no words to lay sufficient stress on the benefits to be reaped from this. It assumes so much importance in my eyes that I incline to the belief that school money should be entirely re-arranged in distribution to provide for adult education.

For instance, at present money spent in public schools is divided in two parts, one for buildings and sites and the other for all educational work. I am inclined to think it might be more efficient to divide it into one fund for grammar and high school education and another

for the education of adults.

EDUCATE THE PARENTS.

It is through this new work of educating parents and of conducting social centre schools and handling some phases of charity work that the public schools are coming to be the big power for good in the nation.

Always with the development of the school for the good of the pupils and the good of the public, it should be remembered that teachers must be educational experts, not salary slaves.

Wherever new work is found, it is worth while to standardize the workers, to secure a large enough staff of teachers to enable each one to give the best of her personality to her work. It is through contact with the teachers that children get the best of their moral training.

It is obvious that in Los Angeles the work of the public schools has been conducted under the touch and work of those who love public welfare and whose contact with the school children has given an enviable impetus to the school work.



J. H. FRANCIS
Superintendent
Los Angeles

THE HIGH SCHOOL BOY

BY PRINCIPAL SAMUEL HIXSON

Knoxville, Tennessee, High School

The high school boy, that vivacious, egotistic, unconquerable and ever present member of society, furnishes a problem for the high school teacher that is not easy of solution. He is not to be treated according to the psychology of adults. The teacher's most practical help is contact and experience with real boys.

The boy's peculiarities during this transition period of life are not always understood. During this period he is a problem and a study to everybody. New impulses, new ideas, new ambitions, new passions surge within him. He is no longer a child and not yet a man. He knows more about everything than either his parents or teachers know. He will undertake any kind of responsibility and accept any condition or situation. His whole nature is positive, constantly asserting itself. All the new elements in his character are struggling for expression and urging him on to action and achievement. His parents do not understand him and his teachers are ready "to cast him out upon the scrapheap of intellectual worthlessness."

But the boy is here to stay. He will still be a part of our social entity notwithstanding his peculiarities and the possible maladjustments that may follow. His teachers should, therefore, accept him as he is, not as they would have him, cast in an ideal mould used for their own convenience. They should accept the real condition and adjust themselves to it rather than clamor for an impossible situation.

The school is spending too much time on theory, and not enough on practical affairs. It teaches too much about books and not enough about life. The school's vital concern should be to remove the obstacles so as to provide for those reactions which best promote the boy's growth and give him an outlook on life and the affairs in which he is sooner or later to take part.

In every school may be found the ubiquitous loafer. He is not of the intellectual type and the traditional studies do not appeal to him. What he wants is something to do, not something to study. What he needs is active participation in the practical affairs of every-day life, and not forced to take studies which are ill-adapted to his particular type of mind. The school is largely responsible for the unnatural condition in the boy's life in that it has failed to provide for the kind of education he should have. He needs responsibility; he needs a vigorous course in athletics or gymnastic exercises; he needs to be working in wood and iron where physical energy can be turned into useful channels. His mathematics should not be abstract theory or mental gymnastic exercises such as the binomial

theorem and indeterminate equations. It should be the real mathematics of practical life. The workshop, store, factory, farm, household and family budgets, water and gas pressure, electricity and scores of other applications in practical life will afford abundant material for transforming the loafer into an industrious worker and an efficient member of society.

The primary function of the teacher is to teach, not only to teach books and the facts contained therein, but to teach the things we want the boys to know and the things which our textbooks do not contain. Discipline should be only a secondary matter. If a boy is bad the chances are that he has been made bad (1) by wrong treatment at home, (2) by being misunderstood at school, or (3) by the condition of society in which he moves. These three influences may be acting together to pull the boy down.

Boys who know not how to behave at school should be taught how to behave, as the school's first duty, not by a system of punishments, but by a general constructive policy. The function is to build up character by teaching the thousand and one things about life and about living which our textbooks do not contain. The "accumulation of evidence" against a boy in matters of misconduct should not be indulged in. Time spent in devising means for punishing juvenile offenders should be devoted to educating boy sentiment against misconduct and the school should set its whole machinery to going for the accomplishment of this end.

Boys in the high school should be thrown more upon their own resources in matters of conduct as well as in their daily work and should be given responsibilities under sympathetic and intelligent adult supervision. They should be asked to assist in working out school plans and policies and made to feel that they can do much construction work in civic and social affairs.

Much difficulty in the management of high school boys may result from a policy of repression on the part of the school. Teachers and parents are sometimes terribly shocked at some things which the boy does unconsciously, as carrying his hands in his trouser pockets, sliding down in his seat, etc. Continually nagging him about these things brings antagonism and open rebellion against school authorities, and then we begin to wonder why the boy is bad. He should be dealt with pleasantly, yet firmly, and made to feel at home in his work. The whole atmosphere of the school should be one of wholesome congeniality all for the sake of the boy who is soon to enter upon the stage of action in the world's work.

There is no subject which so much deserves study, or which offers larger opportunities for service to manhood than education.—*Ernest Carroll Moore, Harvard.*

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

MOUNT VERNON, NEW YORK

All that is best in the spirit and vigor of the World's Metropolis with few of its limitations is to be found in the suburban cities within fifty miles in the three states of Connecticut, New Jersey and New York.

There are differences, of course, depending upon whether or not the best or the not best of the metropolis predominates.

Nowhere in America can one find in the same radius more cities better led educationally, or more loyally following great leaders, than within fifty miles of New York City, and among these cities none has a more gratifying personality than has Mount Vernon under the leadership of William H. Holmes, long-time prominent as the superintendent of Westerly, Rhode Island, to which city he gave a national reputation.

He found the Mount Vernon schools started along the highway of modern progress. The best phase of a city like Mount Vernon is that it has sufficient professional character and municipal pride to desire to be educationally progressive and too much character to permit any irresponsible educational joy riding at public expense.

It prefers the educational automobile to the wheelbarrow and it desires the latest arts and devices of the best machines, from electric lighting to air cooling, but it proposes to have the educational chauffeur responsible for the gasoline used and for dodging collisions with careless people afoot and afloat.

Mount Vernon is an attractive city from every point of view, but in no respect is it more attractive than in its schools. The high school in its elegant new building is modern in plan, in purpose and spirit, but I chanced to be especially interested in the Sophie J. Mee School, Jasper T. Palmer, principal, where Superintendent Holmes is having worked out the equivalent of a Junior high school in a most human way. Its work is confined for the present to the seventh and eighth grades for local reasons.

If they had waited a little while before establishing the courses these would have been styled "prevocational," but these were born too early for such a christening. These are now merely the Sophie J. Mee School Academic, Commercial and Practical Arts courses.

At the completion of the sixth grade a pupil may elect to go to the School of Industrial Arts, or to the Sophie J. Mee School.

In this school differentiation begins. Each pupil, with the aid of parents and teachers, chooses one of the three courses. His choice

depends upon his aptitudes, ambitions and future prospects. One's career must necessarily be professional, business or the following of a trade or some form of manual labor; many girls would naturally become home-makers. The school endeavors to help each pupil "find himself." If it is found that he has chosen unwisely at first, he and his parents will be advised as to the course that seems to best fit his needs.

By early differentiation, pupils are placed in a position to receive the greatest possible help.

The courses articulate with the three high school departments: A pupil adapted to research and book work, and financially able to pursue higher education, would likely choose the academic department of the city high school. Such pupils take the academic course at the school. A pupil of a business trend of mind, alert in his tendencies, accurate in his executions, naturally chooses the city commercial high school. Such pupils take the commercial course at the school. A pupil mechanically inclined, interested in making things, able to plan details and execute them, naturally aspires to such work as is offered in the high school department of the school of industrial arts. For the boys in this course an attempt is made to determine for which line of work they are best fitted; they are given a trial in each of three lines—woodwork, machine work and electrical work. The girls are given a good training in the household arts—including sewing, cooking and housewifery.

Here is a clean cut, well defined, adequately flexible course to meet all prevocational needs in the seventh and eighth grades.

It avoids the rocks and shoals of some of the professional prevocationalists who appear to think more of their scheme than of the children. One of these expert prevocationalists publicly repudiates any purpose of the prevocationalists to consider the boys and girls who need work adapted to them.

In Mount Vernon Superintendent Holmes avowedly gives to the work in the Sophie J. Mee School all possible flexibility to meet the needs, even the changing needs of boys and girls.

While we have placed much emphasis upon this phase of school work it is not to be assumed that the other school work did not attract our attention, but merely that this line of very new work is most highly appreciated just now when the entire future of industrial work is often jeopardized by those who put schemes and theories above boys and girls, robbing prevocational work of its one great possibility of service to humanity.

THE VOCATIONAL TEACHING STAFF

BY W. E. HICKS

Wisconsin State Department

Representative institutions in the Mississippi valley have declared in a resolution that "promising material for the vocational shop teacher is to be found in the professionally prepared manual training teacher who supplements his equipment by not less than one year's experience in the trade; also in the skilled mechanic who supplements his trade equipment by not less than one year's special professional preparation."

These statements are announced to establish standards of qualifications. What actually obtains is somewhat different from these standards. Shop teachers are so near to industrial life that they readily drop out at more lucrative salaries. This shifting in employment is greater than it is in the ranks of other groups of teachers. Emergencies frequently arise and persons are employed who do not measure up to these standard attainments.

This condition in Wisconsin five years ago was so prevalent that in passing a law for continuation schools provision was made for the local industrial boards to be sole judge of the qualifications of teachers. The usual license or certificate was abandoned. Some apprehension was felt that this wide-open policy would lead to the employment of teachers of low standards. Others felt that favoritism would have a rich field.

This provision of the law has not been changed. It has had a test for five years. It has been found most commendable in many ways. Doubtful teachers have not been hired in any large numbers. But what is more significant, doubtful teachers have not been long retained. In checking over a list of 600 teachers of the state for the year 1914-1915 and comparing it with the list of the current year it is found that nearly one-half of the names of teachers are new ones. The prestige of a license or of an institution is sometimes very strong in keeping a doubtful teacher in a position too long.

I am speaking from the viewpoint of an administrator. The administrator is criticised from the whole line about the quality of his schools. He knows that the pre-eminent way to keep his schools serviceable is to command superior teachers. He makes the usual number of mistakes in his initial engagements. His hard problem in the game is often to dislodge the doubtful teacher. In doing so he often finds the institutions in a sort of union that handicaps his freedom of action. A standard of qualifications doubtless has a purpose, but as administrators we have longed at times to get rid of red tape and reward teachers on the basis of what they do.

The machinery of teachers' examinations and teachers' certificates, etc., was originally set up to eliminate the unworthy from securing such credentials. But times have changed. The pro-

fessor who fails his pupils gets unpopular and on appeal the pupils win out. The professor counts himself lucky if he misses being surveyed. The fellow who takes only a short course in industrial education grumbles to his comrades about studying English, safety, citizenship, hygiene.

Again, even when we hire the candidate that measures up in fine shape to all standard qualifications we are sorely disappointed. He has no sympathy with boys of this age. He does not know how to get on with them. He does not give generously of himself or of his time. He punches the clock according to the factory system.

Your teacher is too often a teacher of subjects. An organization should centre about children's needs. In such an organization the teacher may instruct a group of children in all studies. Here your teacher balks. He wasn't hired for just that thing. A young normal graduate may be set about some methods used at her normal school. But the trade teacher who has had a brief massage treatment to become teacher has a fixedness that is a habit.

The customary criticism that goes to most teachers upsets some sensitive temperaments. But the pre-vocational teacher gets more knocks than the customary teacher. He hears from parents as well as employers, foreman and educational experts. He must pass muster in many quarters. He should be able to sit tight and composed during the storms.

It is an exceedingly difficult task to provide a teaching staff even when money for salaries is spent liberally. But with an economy program on and industries busy, the trouble is increased.—Address at Minneapolis Convention.

UNIVERSITY SOLDIERS

BY EDMUND J. JAMES

President State University of Illinois

[Address before the New York Alumni Association.]

The University of Illinois turns out every year over 1,100 men who have received two full years of such military training as may be obtained by drilling twice a week, and upwards of a hundred who have received four years of such training, and yet the federal government declines to do its part in making this work still more efficient. Why not utilize first of all the men now enlisted instead of making these extraordinary endeavors in trying to get others to enlist before these are trained?

In this and similar institutions where military service is required the federal government will find its most immediate, most economical, and most efficient means of recruiting the large body of officers which a real national guard or a real continental army may require. By furnishing a competent corps of from one to five trained officers, according to the size of the cadet regiment, the government could make out

of these schools military training centres of high value second only to West Point, and far cheaper to maintain.

It would be possible to arrange combined courses of military science in electrical or mechanical engineering which, distributed over six years, might lead to two degrees—bachelor of science in engineering and bachelor of science in military art and science—qualifying the students for positions as second lieutenants in the army.

If the federal government were to offer military scholarships of the annual value of \$250 to those students who would complete these combined courses, the University of Illinois would turn out 250 officers per year at a cost to the government of \$1,500 per lieutenant instead of \$20,000. A year in the regular army as lieutenant would complete the military training of such a cadet and he might then be put into the reserve corps subject to call.

By a scheme like this we should establish the true American system of co-operation between the state and the nation in this common function of national defence. The West believes thoroughly in a sensible, that is, a scientific, scheme of national preparedness for national defence against aggression, but it will

not, I believe, be frightened or dragooned into a half baked scheme which is sure to break down of its own weight.

We are considering now a plan by which the women of the university may be incorporated into the brigade. We are contemplating the organization of a woman's relief corps to give to the women students in the university an opportunity to participate directly in the great work of the national defence.

College men owe a special duty to their country. They have received much, and should render much in return. In any great struggle for national defence the educated men, the well to do, the fortunate, should show patriotism by getting out themselves at the first call and thus setting the example to all their fellows.

Our experience at Illinois shows that college men can get a good elementary education in military affairs by lopping off a little of the time which they would otherwise devote to tripping the light fantastic toe, shoving the balls over the green cushions, or yelling lustily on the bleachers at their fellows who are performing athletic feats. The training is of very great value for other purposes than military, and it does not beget to any appreciable extent the so-called military spirit.

OUR INDIAN POLICY

BY R. H. PRATT

[The following "Open Letter" to Hon. Cato Sells, Commissioner of Indian Affairs, is from the pen of Major R. H. Pratt, who has had more to do with Indian education than has any other man or woman living. This "Open Letter" and our editorial in this issue deserve careful reading.]

AN OPEN LETTER.

2107 Pacific Avenue,
San Francisco, Calif.
December 27, 1915.

Honorable Cato Sells.

Dear Sir: In your address to the Conference of employees of your Department and the Indians you gathered in this city last August, you said:—

"In our labors with these primitive people, we are too prone to become impatient. There is a disposition to expect a revolution rather than an evolution, such as has come about in two thousand years of the white man's civilization. It is unfair, it is unjust to expect more rapid progress from the Indians than is shown in the development of the white race. If I were called upon to indicate the one important word in our relations with the red man, it would be patience."

This pronouncement is the blanket apology for failure used for many years by the Indian System and those who co-operate with it.

It fathered the purgatory of segregating Indians on reservations which "The System" invented and fosters, and which has been the real obstruction to Indian civilization all these years.

Its logic and the System's practice would consign President Wilson's wife to system espionage and tribal classification, if, as alleged, she is descended from Pocahontas.

If our present day civilization is an "evolution" which required twenty centuries to reach, then when evolved,

like electricity, it belongs to the world, and may be adopted and utilized at once in all the perfection the originators reached through all the years. The nativity of peoples using it cuts no figure in hindering or promoting its adoption. All experience shows that if they are immersed in that civilization their absorption of it and by it is inevitable and speedy. Segregating in race masses inevitably obstructs individual assimilation and usefulness in the nation.

Having concluded that "two thousand years" is the time needed to accomplish your job, you perforce counsel "patience." You seem to forget that impatience is the vital force in all progress and that our great America owes to that human quality its origin and growth as a congenial home for the men of all races who have become dissatisfied with their nativity. In ignoring this greatest fact you but voice the inexorable purpose of the interests which are served by keeping the Indian the one exception to the universal rule.

Sixty years ago Japan was a recluse from other nations, and had no material commerce with the world at large. Her water commerce was in sampans and junks, her land transportation was by man power, almost entirely; and yet in that sixty years she has accepted and utilized practically all of the facilities of our present-day civilization. Her sailors with remarkable ability manage as great steamers in their vast commerce throughout the world as any sailing the oceans. Her great passenger and freight steamers regularly cross the five thousand miles between our countries entirely under the control of her own people. Having accepted modern civilization and a membership in the hospitality of its nations she wisely sent and still sends great numbers of her brightest youth to such nations seeking to find and absorb their power.

In your speech you contend that Indian youth must

not go far from tribal solidarity to gain our civilization, but that the System will continue to carry it to them in the diluted doses the System invents.

To illustrate your address you used your son, soon to graduate from the Chicago University. Allow me to use him also.

If in his early life you had concluded to attempt to prove your present theory about the progress of civilization and had selected an equally normal and healthy Indian boy of the same age, say, from the Apaches, and arranged with his father and exchanged your boy for the Indian boy, and you had then given to the Indian boy the same care and treatment you have given to your son, and the Indian had given to your son the same limited opportunity his tribal life provided, through System control, can it be possible that in your mind there can be a particle of doubt that their present conditions would be exactly reversed, and that the Indian boy you took under your care would fail to be as capable and promising a force in our civilization as your son, and that your son would be as useless and burdensome as the Apache is now?

Let me carry the illustration a little farther. Suppose that as soon as your son now graduates, you send him to live with the Apaches, and place him irrevocably under all the limitations and degradations of life of the Apaches, with the same impossibility of escape therefrom which the Indian System imposes on educated Apache youth. Is it possible that you cannot foresee the disappointing results that would come into your son's life from such procedure? If he amalgamated with the Apaches and accommodated himself to their life, why blame him?

And yet in your speech you practically consign all educated Indian youth to just this fate, and tell them that if they fail they will meet your and the country's condemnation. You demand that they shall maintain their acquired qualities and succeed in leavening their people into a separate civilization but still under the System's control and the conditions the System imposes, when years of System dominance indicates continued failure, though enforced by the thousands of its selected emissaries. The fact that many of these emissaries failed and a large number have been examples to their charges of mal-administration and even crime is covered up, but if Indian youth educated away and then returned to the tribe weaken under their far greater stress, immediately that fact becomes a sweet morsel to the System and its agencies and is paraded to the country.

All school superintendents, managing the affairs of Indian tribes, who fail to bring their charges to real citizenship ability; all missionaries to the Indians under the pay and espionage of the churches, who fail in securing such results; all failures in every position in the System's service; all non-progressive Indians; all managers of Wild West shows making profit by exhibiting the low qualities of the Indian people: all specialists under government or university pay, dependent for perpetual salary on their success in seeking out and exalting the unimportant and illustrating and publishing whole libraries at government or university expense about the alleged past of the Indian; all these and their friends, with small exception, applaud your advocacy of "centuries" and "patience."

Your speech pleads with the Indians to *"take on the education offered in Indian schools," which will "insure the permanent establishment of your schools," and*

so "perpetuate your race." This, therefore, is the System's aim.

Keeping the Indians in tribal masses has already cost over half a billion dollars. During the last forty years the annual appropriations for this object have grown from four to ten million dollars. Continued without increase for two thousand years means twenty billions.

A best proof that your position is wrong is the fact that many Indians have quit tribal life and become assimilated tax-paying citizens and that it is only those held to tribal living who require "patience" and are an expense to the government.

The author of our highest civilization, when appealed to by a criminal, instantly gave to the world His judgment as to which is the better method to improve conditions, slow "evolution" or quick "revolution" by saying: "This day shalt thou be with Me in Paradise." "Paradise" and His Golden Rule civilization are synonymous.

Yours truly,

(Signed) R. H. Pratt.

That Major Pratt is intensely in earnest in his protest justifies his unusual criticisms.

THE STATE'S RESPONSIBILITY

BY L. W. RAPEER

State College, Pennsylvania

The State's Share of Responsibility.—Some part of the state must take in the affairs of each community, but in a democracy it would appear:—

First—That the state should take over completely only those responsibilities that by their nature cannot be shared successfully with local authorities.

Second—That it should become a partner in these responsibilities only which by their nature are partly extra-local.

Third—That it should not regulate any local activities except those upon which the prosperity of the state depends, and these only when local regulation has proved ineffective.

Fourth—That as far as possible the state should express itself by the avenues of advice, inspiration and information rather than by dictation and compulsion.

The individuality of a locality must be preserved, its intelligence must be promoted, its initiative must be strengthened, its conscience must be kept alive, its citizenship must be trained, because the "locality" is the training-ground for whatever citizenship is in the state.

If the state is to succeed by democratic rather than by autocratic means, its measures and proposals must have the approval of "public sentiment." To secure this approval and to transform it from a passive to an active force, it would appear that the state must be in close co-operative relation with those factors in the state that are intelligent and powerful enough to create a favorable "public sentiment" and aggressively to support a given policy in each locality.—From Educational Hygiene.

There are as many sciences as there are scientific men.—Sir Henry Jones.

SCHOOL BOARD SUSTAINED

[Editorial.]

In years gone by courts always sustained teachers and school boards, but of late it has not been customary for courts to be over-loyal to school authority.

Topeka has just had a case of sustained authority which is refreshing. This is the editorial opinion of the Topeka Capitol, the paper owned and managed by Governor Caper:—

"There is a feeling of relief among persons with any respect whatever for the school system that the school board was sustained in the fraternity issue. A decision upholding parents and students in defiance of the school organization would have gone far to destroy all discipline and authority. Undoubtedly the fraternity problem has been exceedingly complicated and there has been a great deal of confusion in interpreting the law, if not in administering it. This has been embarrassing to parents as well as to school authorities, but when it at last became a question as to whether the courts were going to sustain the superintendent and school board in interpreting and administering the law, or the pupils and parents, there could be only one decision consistent with discipline and with public respect for the school system. The decision ought to be final and it should drop the curtain on the protracted wrangle over the meaning of the anti-fraternity law in Kansas. —

"With this disturbing issue settled relations at the high school should be much improved for the future. It is only just to say that Topeka is fortunate in having as superintendent of schools one of the best known and most efficient educators in the West. Superintendent Wilson was plunged into the midst of the fraternity row from the day he arrived in the city to assume his duties. It has undoubtedly hindered his administration and disturbed the working out of his plans ever since he has been at the head of the city educational work. The future is cleared of a most demoralizing influence by the final settlement of the question of fraternities."

MEMORANDUM OF OPINION, GIVEN JANUARY 3, 1916.

"The statutes of this state place the government of the public schools in cities of the first class, in boards of education, and give them the power to make all necessary rules for the government of such schools. They provide for a superintendent who shall have the charge and control of the public schools of the city, subject to the orders, rules, regulations and by-laws of the board, and from the orders of the board the law provides no appeal.

"In 1907 the legislature made it unlawful for high school pupils to belong to any secret fraternity or organization whatsoever that is in any degree a school organization, and empowered boards of education and trustees of county high schools to deny any student who shall violate the provisions of said Act, all the privileges of such high school, or to expel such student

for failure or refusal to comply with its requirements.

"On December 13, 1915, the Board of Education of the city of Topeka made an order suspending the plaintiffs from the privileges of the Topeka High School for the remainder of the present semester, or until about the — day of February, 1916, on the ground that plaintiffs were seeking to perpetuate an organization, or relationship among themselves in connection with a secret society, or substitute therefor, contrary to law and the rules of the Board; and this action is brought asking for an order of the court, setting aside the order of suspension and re-instating plaintiffs in the Topeka High School.

"There is no question involved in this case of the right or power of the school authorities to suppress sororities and fraternities, or substitutes therefor. This is conceded. It is conceded, also, for the purposes of this case, that the existence of such organizations is harmful to the public schools, and that the law of the state and rules of the school board relating thereto should be enforced. There is, therefore, in this case no question open for consideration as to the policy, or wisdom, or validity of the state law, or the rules of the school board.

"It should first be observed that the law in this state makes no provision for an appeal to the courts from any order made by the Board of Education. The order of suspension complained of, being within the power of the Board of Education to make, cannot be reviewed in this court as on appeal or retried on the merits. The only method of reviewing the action of the school board, or of testing its validity, is by a suit such as this, wherein it is alleged that the Board acted in bad faith and that its conduct was arbitrary and oppressive.

"The courts will not attempt to dictate the policy of the Board of Education in regard to the government of the schools, but will leave that to the judgment of the Board, where the law has placed it; nor will the court attempt to regulate sororities or fraternities in the Topeka High School; all this must be left to the discretion of the Board of Education, which discretion, under the law, is wide and necessarily so. It is only when bad faith on the part of the Board is shown that the court will interfere, and then only for the purpose of determining whether the Board has exceeded its power or acted in bad faith. It is not for the courts to question the correctness of the findings made by the Board in any given case, or to criticize the wisdom of its conclusions; provided, it has acted in good faith and upon facts tending to support its determination.

"The law on this point is well settled. In the discharge of their duty it is held by our Supreme Court that the discretion committed to Boards of Education should be exercised—'untrammeled by judicial interference.' (Williams vs. Parsons, 79 Kans. 202; 81 Kans. 593.) It is established by the decisions of our Supreme Court, as well as those of most of the other states, that the disciplinary orders of a board of education can only be disturbed or set aside in case they are made arbitrarily or in bad faith. The law is stated in Hodgkins vs. Rockport, 105 Mass. 475, where the plaintiff had been expelled from school because of his disobedience to a rule, as follows:—

"Whether they (plaintiff's acts) had such an effect upon the welfare of the school as to require his expulsion was a question within the discretion of the committee and upon which their action is conclusive."

"In another Massachusetts case, Morrison vs. City of Lawrence, 72 N. E. 91, decided in 1904, it is said:—

"It must be taken as settled in the management of

the public schools that when a school committee acts in good faith, while exercising the plenary powers conferred upon it by statute, and orders the permanent exclusion of a scholar therefrom, no suit can be maintained by him because of their actions.'

"Good faith on the part of the school officials is made the sole test in that case.

* * * * *

"It is not necessary that the Board of Education follow the procedure of courts in its investigations. When the Board makes an honest and reasonable effort to ascertain the facts in the usual and customary manner of the Board, and especially when all parties aggrieved are given a full and fair opportunity to be heard, all reasonable requirements in this regard have been met. It has been held that notice to the pupil, or his parents, is not an absolute requirement.

"The evidence in this case shows that at the time the order of suspension was made the Board had in its possession facts tending to support the determination made, and there is no evidence to show bad faith on the part of the Board or that the Board acted with any other motive than for the best interests of the school.

"In a proceeding such as this the court, for manifest reasons, is precluded from entering upon a decision as to the wisdom or the necessity of a disciplinary order of the school authorities. Such matters are committed solely to the discretion of those administering the affairs of the school under the law, and so long as they act in good faith, the court cannot step in and substitute its judgment for that of the school officials. The harm that would result to the school from such action is too apparent to need comment. Therefore, in this case, in the absence of some showing that there is bad faith on the part of the school board, its order as to the plaintiffs in this case must stand.

"The application for the temporary injunction is denied."

A. W. Dana,
George H. Whitcomb,
Judges.

This decision is highly satisfactory both educationally and morally.

OUR LOSS BY PHILLIPS' DEATH

We have writers who are clever, who entertain. We have some even who seriously fancy that they have a mission. Whether they entertain us with frivolities, or bore us with their mission, they don't amount to much.

What civilization in America needs is not so much some doctrinaire, or "uplifter" who thinks he knows how to improve us, as some writer who is merely competent to tell the truth. Seeing our own faces in a veracious mirror will do us Americans more good than all the reforms and "uplifts" lumped. And seeing our own faces in the mirror is exactly what has been lacking out of our comfortable scheme of things. We shrink from the revelation of our own ugliness and we menace with our wrath a wretch sufficiently presumptuous to attempt to show us our lineaments.

We prefer liars and sycophants. We like tender prattle and compliments. Compliments from our writers permit us to throw our

shoulders back, and sentimentality draws from our eyes a few pleasant tears. But David Graham Phillips was neither liar nor flatterer. He had that *saeva indignatio* which inspires the true writer. He hated mean things, shams, pretenses. Half of human nature he despised. His observation was accurate, if not over profound, and as he saw the world he rendered it without sniveling, without favor.

We have gotten rich so easily, we take our comfort so much as reward for our obvious virtues, we screen our sensibilities from reality by such fatuous optimisms, that possibly David Graham Phillips, had he lived, might have spared us some rude awakening to our deficiencies. A great writer has served more than once in history as substitute for scourge of insurrection, or of war.—Minneapolis Journal.

WIDER USE OF SCHOOL PLANT

[Editorial.]

We have more than once written at some length about the unusual achievements in the schools of Sewickley, Penn., under the direct administration of Principal George E. Mark.

We know of no equally good demonstration of the possibilities of the wider use of the school building in a town of 4,500 population.

Evening classes and day classes for persons not attending the public schools are held in various rooms of the building. The School Board freely gives the school for community purposes. Following is a list of activities having such a purpose:—

- (a) In charge of School Board:
 - Evening Commercial Class.
 - Evening Mandolin Club.
- (b) Permitted by School Board:
 - Home and School Association meeting.
 - Lectures, entertainments, banquets, celebrations.
 - Audubon Society.
 - Young Men's Literary Class.
 - Young Ladies' Literary Class.
 - Young Ladies' Physical Training Class.
 - Young Men's Social Club.
- Woman's Club Classes:
 - Cooking class for white girls.
 - Cooking class for colored girls.
 - Cooking class for housekeepers.
 - Cooking class for older girls.
 - Cooking class for younger girls.
 - Cooking class for girls from private schools.
 - English class for foreign girls.

Evening Commercial students pay \$5, fifty per cent. of which will be returned if the student attends seventy-five per cent. of the course of eighty lessons. Spelling, stenography and type-writing are taught. The School Board meets half the expense of the Mandolin Club for an instructor. The classes of the young men and young women provide entirely for their own activity.

FOR SUPERINTENDENTS WHO ARE SURVEYING THEIR OWN SCHOOLS

BY W. S. DEFFENBAUGH

United States Bureau of Education

It is clear that however valuable a survey by paid experts may be, a survey by the superintendent and his assistants is of very definite worth.

I. Efficiency of the Schools.

1. How the school holds pupils:—

Number of children fourteen to eighteen

years of age in city and per cent. in school.

Number of children six to fourteen years of age in city and per cent. in school.

Ratio of pupils above compulsory age limit to those below it. How this ratio has changed during the past five years.

Number of pupils, for each 100 beginners, dropping out of school; at each age; at each grade; number of those leaving to enter school elsewhere; number for other causes.

Per cent. of those entering the first grade who complete the elementary course, the high school course.

Per cent. of those completing the elementary course who enter high school.

Per cent. of those entering high school to complete the course.

Per cent. of high school graduates who enter college. Standing in college.

Does course of study suit the needs of all the children of the community?

Regularity of attendance and service of attendance officer.

How school has improved during the past five years in holding children in school.

2. Progress through the grades:—

Per cent. of children of normal age for grade.

Per cent. of children over age for grade.

Per cent. of children under age for grade.

Per cent who fail of promotion in first grade, second grade, etc.

Per cent. of failures in different subjects.

Number of years it takes each pupil to complete the course of study.

Kind of work done by pupils repeating a grade in subjects failed in and in subjects passed.

Causes of failure: Course of study, poor teaching, irregular attendance, frequent changes of school because of parents moving from city to city, lock step in promotion scheme, etc.

How lessen retardation?

How much retardation has been reduced during the past five years?

3. How instruction in the schools re-acts upon the home and lives of the pupils, especially instruction in music, art, literature, manual training and domestic science.

4. What those who have graduated from the high school within the past five or ten years are doing; those who have graduated from the grammar school; those who left the grades without graduating; those who left high school without graduating.

5. Ability of pupils in different subjects as determined by standard tests.

6. Strong and weak points in teaching as determined by classroom visitation. Some standards by which to judge classroom methods must be decided upon by the superintendent who is surveying his schools.

7. How the pupil's time is economized through the course of study and through classroom methods.

8. What the school is doing to direct pupils toward vocations. What more it can do.

9. Provision for exceptional children and non-English speaking children.

II. Administration and Supervision.

1. Unit costs for each elementary school and for high school.

2. Cost per pupil recitation in high school.

3. Value of different subjects as measured by apportionment of every dollar expended for instruction.

4. Amount of real wealth in the city for every dollar spent for school maintenance. Compare with other cities.

5. Method of accounting. Does it conform to recommendations of the Department of Superintendence of the National Education Association?

6. School records and reports. How simplify to minimize the amount of bookkeeping and yet keep a complete record of individual pupils.

7. The economical purchase and distribution of supplies.

8. The effective points in supervision by principals and special supervisors. Where the superintendent renders his most effective service in the system.

III. Teachers.

1. Academic preparation.

2. Professional preparation.

3. Number of years experience within system—in other systems.

4. Ways in which the teachers are improving themselves. What the superintendent and principals can do to help them improve.

5. Per cent. of teachers resigning each year and cause.

6. Salary schedule: How it tends to make

teachers progressive. How salaries compare with those in other cities.

IV. Hygiene and Sanitation.

1. Are hygienic and sanitary conditions standard?
2. The schools' responsibility for the health of children.
3. Medical inspection and school nurse service.

THE COMMUNITY.

I. The People.

1. Racial and national elements.
2. What the people do for a living:—
Training required for occupations in the community.
Training given by the school.
How can the school meet vocational needs?
3. Social and recreational life:—
Of young children.
Of high school boys and girls.
Of young men and women no longer in school.
Of adults.

Amount spent on amusements, theatres, public dance halls, moving pictures, etc.

Compare with amount spent on schools.

How does the school supply recreational and social needs, and what more could it do?

II. Growth of the Community.

1. Increase in population during the past ten years.
2. Estimated growth in population during the next ten years.
3. In what direction is the city growing?
4. How prepare for future needs in the way of building, playgrounds, etc?

III. Co-operating Agencies.

1. Churches.
2. Homes.
3. Organizations of various kinds.
4. Manufacturing plants, business houses, etc.
5. How bring about a closer co-operation between each of these and the schools?

—Bulletin.

PRIMARY SPELLING—(I.)

BY CLARENCE H. CARBACK

Philadelphia

The purpose of spelling is to give the pupil ability to write readily such words as he may have occasion to use in typical situations of real life. That the elementary school is accomplishing this purpose is a doubtful question. For the primary school there is added significance in the fact that each study has disclosed that failures are more frequent in words that are taught in the primary school. As these words form in large part the average vocabulary, it can with justice be said that spelling in the primary school is in reality primary spelling.

How many words does a child use? In an investigation, made by W. F. Jones, covering 150 pupils in each grade above the first, scattered through four states, who wrote freely some 75,000 themes, covering about 15,000,000 running words, 4,532 total words were used. Of these, 1,927 were used by pupils of second grade, 469 by pupils of third grade, and 442 by pupils of fourth grade. The largest vocabulary in the second grade was 924 words, showing a great variation in that grade. The average second grade vocabulary was 521 words, the average third grade vocabulary was 908, and the average fourth grade vocabulary was 1,235 words. These views have been confirmed by other investigations.

How many words does an adult need to express himself in written form? We know that Shakespeare managed with 15,000 and that Milton used about 8,000 words. Investigations have been made and reported. Leonard Ayres tabulated 23,629 running words of correspondence, finding 2,001 words that occurred once or more than once; 542 words occurred six or

more times. Nine words made up more than one-fourth the entire number and forty-three words made up more than one-half the correspondence. Chancellor, from letters that came to his desk, published a list of 1,000 most important words—no note being made of frequency or of how the study was conducted. In an investigation, conducted by Cook and O'Shea, some 2,000,000 running words used in personal letters by a small group of adults were tabulated and it was found that:—

186 words were used by everybody.

577 words were used by a majority.

2,207 words were used by less than a majority.

2,230 words were used by only one.

Again it was found that nine words constituted more than one-fourth, and forty-two words constituted more than one-half the correspondence. It seems evident then that the material for the spelling problem is not as extensive as is generally supposed and that several thousand words well chosen would be ample to teach the elementary pupil and a much smaller number should be sufficient to satisfy all requirements we can reasonably exact of primary pupils.

Which words shall be selected to form a minimum word list for primary grades? Three factors affect the decision: Frequency of use; universality of use; comprehension of the pupils. All investigations prove that the most useful words are the words early learned by children, hence spelling vocabularies of lower grades should receive special attention. By a careful study and comparison of the various scientific studies of vocabularies, a minimum list of general words

has been compiled which should meet with the requirements of the three factors above stated. The grades assigned to the words are based on the experience of teachers and may differ somewhat with locality and courses of study. To this list should be added proper nouns—days of the week, the months, holidays, local names, etc.—and supplementary words to meet the needs of specialized studies. These additions and the questions of necessary reviews, intervals of review, and causes of error allow the teacher's individuality a wide range.

FIRST GRADE.

act	gate	oak	stay
air	get	of	still
all	girl	off	stop
an	give	oh	star
and	go	on	sun
any	good	one	
as	grade	once	take
ask	grand	only	tail
at	great	or	talk
	grind	our	tall
	grow	old	teach
bad			teacher
ball	hall	pa	ten
be	has	pail	tell
beat	hat	park	than
bed	hate	part	that
big	have	pay	the
bill	he	pen	their
bird	hear	pet	them
blue	heat	pick	then
book	her	pin	there
box	here	plan	they
boy	him	plant	thin
brown	his	play	thing
by	home	poor	think
	hold	pretty	this
cake	hour		three
call	house	race	tie
can		rag	till
cannot		rain	tip
cap	ice	rake	to
cat	if	red	top
city	in	rich	tree
come	into	ring	try
cry	it	read	two
cut		rug	
	keep	road	uncle
dark	kill	run	under
date	know		up
day			us
dear			use
do	lady	sad	
doll	lake	safe	very
dress	land	sail	
drink	lap	say	wall
dry	late	seat	want
	last	see	warm
	leaf	sell	water
each	leg	send	way
eat	let	set	we
egg	letter	shall	week
eight	like	she	well
end	little	sheep	west
eye	log	shout	what
	look	sing	when
face	lot	sister	where
fact	love	sit	who
fail	low	six	why
fall		skate	will
far	make	skin	win
fat	man	sleep	wind
father	many	slip	with
fear	may	slow	write
feed	me	small	
fill	meat	snake	year
find	milk	so	yellow
fit	mill	some	yes
five	mother	son	yet
flat		spell	you
fly		spot	your
for	near	spy	
four	nine	spring	
fun	no	stand	
	not	state	
	now		
	nut		

SECOND GRADE.

about	crow	learn	short
above	crowd	leave	show
across	crumb	lesson	sick
after	cup	let	side
afternoon	cure	life	sight
afraid	curl	light	silk
again	cut	line	since
against		listen	sister
age		live	sixty
ago	dance	load	size
ahead	deep	lock	sled
aim	deer	long	sleep
almost	dinner	look	slide
also	dish	lovely	small
alone	dollar	lunch	smoke
along	door		something
already	down	maid	soon
always	draw	mail	sorry
anger	dream	master	sound
another	dress	may	south
anything	drive	maybe	speak
anyway	drop	meal	spend
apple	drum	mean	stair
arm	dry	meet	start
around	duck	merry	stay
asleep	dust	middle	steal
aunt		mild	step
awake	each	mind	stick
away	early	mine	still
awhile	earth	minute	stock
ax	edge	miss	stocking
	eleven	money	stone
back	enjoy	month	stop
badly	even	morning	store
bag	ever	mother	storm
bake	every	mouse	story
basket	everybody	mouth	stove
bath	everything	much	straw
bathe		mud	stream
bank	fair	music	street
barn	family	must	strike
beautiful	farm	myself	string
bear	fast		strong
because	feel	name	study
become	fellow	nearly	such
bed	few	neck	summer
before	field	near	sun
begin	fifteen	nearly	supper
behind	fifty	need	sure
belong	fight	never	sweet
below	fine	new	swim
between	finish	next	
beside	fire	nice	table
bite	first	night	taste
bind	fix	noon	thank
black	floor	nose	thick
blame	food	nothing	third
bleed	foot	number	thirty
block	football		though
blossom	forget	often	thread
blow	fourth	o'clock	through
board	full	once	throw
boat	funny	open	ticket
body	free	other	tight
born	fresh	ought	time
both	frighten	out	tire
bottle	fruit	outside	together
bottom		over	tomorrow
bread	game	own	tonight
break	glad		town
brick	glass	pack	track
bridge	gold	package	train
bright	goodby	paint	tramp
bring	goose	pair	treat
brother	grab	paper	trip
build	grape	party	trunk
bump	grass	pass	try
bunch	green	past	turn
bundle	grind	pick	twelve
burn	grip	pie	twenty
bush	grow	place	twice
busy	guess	pleasant	
but		please	understand
butter	hair	poor	unless
button	half	pull	until
buy	hand	put	upon
	hang		
	happen		
camp	happy	quarter	vacation
candy	hard	quick	

(Continued on page 216.)

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NEW MEXICO

Few states have had a livelier pace in educational progress in the last four years than has New Mexico. Its school year has been lengthened from about three months occasionally in practice to an enforced seven months. The State Normal University under the presidency of Frank H. H. Roberts has become the leading educational institution in the state in point of numbers because of the insatiable demand for better educated and trained teachers throughout the state. There were 525 teachers in the summer session alone in 1915.

The significance of the New Mexico Normal University at Las Vegas is in no sense adequately represented by the number of students, because the school work is worthy any state in the Union. We know nothing better in domestic science and art, and the industrial art is admirable, but in the promotion of the best use of the library it especially excels.

A bulletin, "A Selected List of Modern Authors and Typical Books," by Ida Kruse McFarlane, Litt. D., is in demand from nearly every state in the Union. No normal school has rendered a better service in this line, we think.

All of the great advance in New Mexico, educationally, has come in the administration of Alvan Newton White, state superintendent since the state was admitted into the Union. All school laws are of his drafting and all enforcement has been at his hands. The State University, the State Agricultural College, and the State Normal School as well as the State Normal University owe their increased appropriations, equipment and efficiency largely to Mr. White's leadership. It is due Mr. White that half the county superintendents of New Mexico were in attendance upon the Oakland meeting of the National Education Association.

In the third of a century that I have known

New Mexico, especially in Santa Fe and Las Vegas, a great transformation has taken place, mostly in the last five years. So far as the transformation of the Mexicans to Americans through the public schools it has very largely come about in these years.

When I first knew New Mexico all school work of any pretension was of a missionary nature. Church people, of the Eastern states largely, were raising money and establishing frail little schools in Albuquerque, Santa Fe and Las Vegas, and in a few stray Mexican villages. All the schools of all the churches in all New Mexico were insignificant as compared with the schools of any city, or of the feeblest county today.

Never have I known such a tribute to the public school as an institution as the transformation of New Mexico under its influence.

State Superintendent White has accomplished a thousand fold more for the education of all the children of all the people in four years than all that had ever been done by outside agencies in a third of a thousand years.

THE BUFFALO SITUATION

State Commissioner John H. Finley seems determined to exterminate political control in the cities of New York State. We congratulate him in this heroic purpose and wish him joy in carrying out the program which he begins in Buffalo. It is based upon a remarkable Report of a Survey made by Dr. Thomas E. Finegan, Deputy State Commissioner of Education of New York. To this investigation Dr. Finegan gave five months.

In an official comment on this report, Dr. Finley says:—

"While there may be improvements here and there under the present system, and while there may be conceivably an excellent general condition, as there are now excellences of individual schools and teachers, no enduring progress can be expected until the whole system is so organized as to confide the direction and control of the schools in a Board of Education independent of political associations, which shall have full powers to administer the schools and full responsibility for the results.

"The Superintendent of Education, the official responsible for the results achieved in the schools, has never been a vital factor in the consideration of any of these questions.

"The tendency has been to depart further and further from the established practice of the state and the country at large and to submerge the school system of Buffalo deeper and deeper into municipal and political control until the department charged with the supervision of public education has become a powerless and ineffective school organization.

"The ineffectiveness of the supervision of the schools, the inefficiency in the teaching force, the utter lack of respect for superior authority which permeates the whole system, the waste of pupils' time and of taxpayers' funds, the ab-

sence of good business methods and procedure and the failure to obtain from the public school system the greatest service which that system is capable of rendering the city, all of which are clearly shown in this report, are directly traceable to the type of organization under which the school system of Buffalo has been controlled, operated and managed for a half century.

"If the vital defects in the organization and administration of the public school system of Buffalo which are responsible for the inefficiency existing in the work of the schools are to be eliminated and such schools are to be organized and administered for the sole purpose of rendering the greatest possible service to the children and therefore to the people of that city, the legal foundation upon which the school system is operated and maintained must be wholly reconstructed.

"The officers of the educational system, who are generally regarded by the public as responsible for the results achieved by the schools, must be given powers and authority in the performance of their duties commensurate with their responsibilities."

No one has ever started on more courageous reform work than this which Dr. Finley has announced.

WOMEN SCHOOL BOOK AUTHORS

Those who try to make personal or political capital by appealing to the prejudices of the unthinking always have as a submarine attack the idea that only a favored few make the school books of America.

While we know there was no foundation for such an attack we had no suspicion of how true it is that the school books are made by the many. In order to have something new under the sun we thought we would have biographical sketches of the Women Authors of School Books. In our mind there were presumably twenty-five or thirty of them, and we could have a sketch of one each week for half a year. We have discovered several hundred women authors of school books in the school work of today. They are in every important city and in nearly every state.

Taking the place of their birth for the record, nearly one-fifth were born in Massachusetts, the same percentage in New York, more than half as many in Pennsylvania. The next in honor are Illinois and Maine. Then follow in about the same rank, New Jersey, Maryland, Indiana, Ohio, Missouri, Michigan, Wisconsin. Most of them were born in cities.

Nine out of ten are college and university educators.

About one-fourth as many were educated in normal schools as in colleges, but most of those educated in normal schools were also educated in colleges.

About half as many were educated in kindergarten training schools, physical training, manual training or other special schools, but

these were mostly educated also in normal school or college.

Very few women makers of school books depend upon "successful experience" in the schoolroom for their equipment.

Practically all women authors of school books have been successful teachers.

Those who have written but one book or are joint authors are still teaching, while women who have developed rare skill in school book authorship have often left teaching to make the writing of books their specialty.

Those who have done little by way of authorship usually have a small, steady income from their royalty, while some women who have developed and demonstrated rare skill in this direction have a large annual income, sometimes more than is ever paid to any woman teacher.

A CLEARING HOUSE

Occasionally some one writes in a tense state of mind over some article that we use, or more often over one of the across-the-page quotations. They usually begin by saying that they would never have believed that these were my sentiments. We have to say frequently that only what is on the editorial page or over the editor's name pretends to represent the opinion of the Journal of Education or its editor.

The Journal of Education is a clearing house for educational leaders, and it never fails to use a good statement of any side of a live question because it is not our sentiment.

We do not always consent to a discussion of the question, never if the writer shows any heat, and never of any quotation. For example, we quoted a very sweeping paragraph from James P. Munroe which greatly exercised one of our readers, who wanted to make a red hot reply, or wanted us to disavow the sentiment.

Now Mr. Munroe was in no wise responsible for our use of his paragraph, and it would be most unfair to him and to us for us to allow an attack on him. Had we done so he would have been allowed ample space for the reply, and the end no one could foresee.

Once more we say the Journal of Education is a clearing house and we welcome a vigorous or attractive statement on any side of a live professional question. We keep our eyes open for such paragraphs wherever found.

MINNEAPOLIS GOES TO GARY

Returning from the Panama-Pacific Exposition the man who had had the Moving Picture Gary there stopped off in Minneapolis and interested several persons in it. The press very generally shouted for its introduction into Minneapolis. Superintendent Spaulding made a statement which was very generally interpreted as an attack on the Gary system, and the fat was in the fire. But he came back promptly with a proposition that the most representative committee possible should go to Gary and stay several days and study the system, and if it was

thought to be a good thing for Minneapolis then it should be adopted, and, if not, then all talk of its introduction should cease.

A more representative committee could not be selected. Four of the seven members of the Board of Education, the superintendent, an assistant or two, several principals, grade teachers, business men, a representative of each of the daily papers, representatives of the Chamber of Commerce, et al.

Evidently Minneapolis thinks that it will know the Gary system when they start home from Gary.

OUR INDIAN POLICY

That our Indian policy has not been a success is universally conceded. That it is America's gigantic failure in civilization is indisputable.

Unanimous as all are in these two conclusions there is the widest divergence when it comes to explanations for the failure. The Government has almost without exception claimed that the failure is not due to the Governmental methods, but to the fact that the Indian was foreordained from the beginnings of creation to be incapable of education such as has been a success with all other peoples.

The most emphatic denial of the Indian's capability of prompt response to education was that of the present United States Commissioner of Indian Affairs. It had not been supposed that any intelligent leader in the twentieth century held such views as Honorable Cato Sells has expressed.

The possibility of such sentiments was inconceivable. It was a bold, frank confession that the failure of our Indian policy is a matter of pride rather than of humiliation.

Mr. Sells has undoubtedly done the cause of Indian education the greatest service of any man past or present, because he has probably aroused the American people to a sense of the enormity of the viciousness of such an attitude by a Government official.

United States Senator Owen, Mrs. Richard Crocker and thousands of noble citizens in Oklahoma, wealthy, cultured and every way efficient, are a demonstration that the theory of "patience" because the evolution of centuries can alone educate and ennoble Indians is simply monstrous.

The pity of it is that the American people so soon "forget," while well organized viciousness never forgets to be on its job.

We can but fear that we shall forget Cato Sells's address and that conditions will remain as they are. We hope every reader of the Journal of Education will read Major Pratt's "Open Letter" to Mr. Sells in another column. No other man has ever known so much of Indians in their tribal life and in the efforts at their education in the last fifty years as has Major Pratt. Our only question as to his "Open Letter" is that it is hardly conceivable

that the monstrosity of Mr. Sells's attitude is due to personal or official desire to perpetuate a Government policy.

That is a depth to which we are loath to believe that a man of Mr. Sells's character would descend. We are more inclined to think that his attitude is due to traditional inheritance and official environment.

HATFIELD TO KINGFISHER

George B. Hatfield of Harvard University has been elected president of Kingfisher College, succeeding President Moody, who retired last July. Mr. Hatfield is a graduate of Oberlin College and has done post-graduate work at Harvard for the past four years. Kingfisher is a Congregational College with the loyal enthusiasm of the thrifty denomination behind it, and Mr. Hatfield goes there with the acquaintance and appreciation of New England Congregationalism behind him.

SEWED UP FOR WINTER

We have often heard lecturers on education tell about children in school being sewed up for the winter, but we have never regarded it as fact, but the following Associated Press dispatch would seem to make it an authoritative statement. The medical inspector should know.

"Evansville, Ind., Jan. 29.—Fifty Evansville school children have been found with their underwear sewed on them for the winter season. Medical Inspector Dyer ordered the parents to remove the underwear and apply baths."

The William Hood Dunwoody Institute of Minneapolis has a trust fund of more than \$5,000,000, and Charles A. Prosser as director is equal to the income of a big endowment if they will give him full swing.

Yankton College of South Dakota has secured its special endowment of a quarter of a million dollars. It was a terrific effort, but President H. K. Warren did not fail. He has never failed.

The Missouri State Association enrolled more than 8,000 this year at Kansas City, and will enroll 12,000 at St. Louis November 16-18, 1916.

Right or wrong, mayors sooner or later run school affairs if they wish to, where they appoint school boards.

The mid-winter meeting requires three times as much de luxe hotel accommodation as the summer meeting.

Educational surveyors should make hay while the sun shines.

More than half a million Boy Scouts in the United States.

No reformer who tries to reform will have an easy time.

THE WEEK IN REVIEW

A GREAT RUSSIAN VICTORY.

The capture of Erzeroum by the Russian army under command of Grand Duke Nicholas, after five days of continuous assault, scores another great success for the Russian arms, and adds new glory to the beloved Grand Duke. It puts the Russians in command of roads over which they may move against the Turks in northwest and west Persia, or may proceed southward to the relief of the British forces which have been hemmed in south of Bagdad. If the union between the Russian and British forces is accomplished, it will give the Entente Allies an unbroken line from the Black Sea to the Persian Gulf. Also, it is likely to discourage the contemplated German-Turkish attack upon Egypt and the Suez Canal.

TO THE BITTER END.

The solemn declaration of Great Britain, France and Russia, the three Powers signatory to the treaty guaranteeing the independence and neutrality of Belgium, that they will not end hostilities until the political and economic independence of Belgium is re-established and the nation is indemnified for the damages suffered is a notice to the world of an intention to fight to the bitter end. Any idea that either of the Allied Powers can be coaxed or coerced into a separate peace is sufficiently disposed of by this agreement. The Italian and Japanese governments have made declarations of similar tenor; though, as they were not signatories to the treaty guaranteeing Belgian independence, they did not formally renew that guaranty. This new guaranty amounts to as solemn an assurance as could be given that, ultimately, Belgium shall come to her own.

HOW THE COST MOUNTS UP.

The Canadian government asks the sanction of the Dominion parliament for an additional war appropriation of \$250,000,000. Up to January 1 it had borrowed \$150,000,000 for this purpose; and it gives notice now that the \$250,000,000 now asked for may not be sufficient, if the enlisted force approaches its authorized strength. In view of war expenditures now running to more than \$15,000,000 a day, the British government finds necessary another very large vote of credit and heavy additions to taxation. Prime Minister Asquith, at the opening of the new session of Parliament, frankly admitted that the nation's liabilities had already reached a figure which would strain its resources for a generation and which staggered imagination. The new appropriation of \$1,563,400,000 for three months of war, just asked for by the French Minister of Finance, will bring the total war appropriations of France since August, 1914, up to the prodigious total of \$8,836,600,000.

PRESIDENT WILSON'S CANDIDACY.

If any doubt had existed anywhere that President Wilson intended to be a candidate for re-

election, it has been removed by the permission which he has given for the placing of his name upon the Ohio primary ballot. It is true that the national Democratic platform in 1912, upon which Mr. Wilson accepted his nomination, declared in favor of a single presidential term, urged an amendment to the Constitution making a President ineligible for re-election, and pledged the candidate of the convention to that principle. But this declaration and pledge cannot be expected to be any more binding than Ex-President Roosevelt's own personal declaration to a similar effect. In fact, short of such a constitutional amendment as the Democratic platform called for, no sure restriction on a president's eligibility for re-election can be established; and it may be questioned whether it is well that it should be. At all events, President Wilson's hat is "in the ring," and there is no likelihood of any competing Democratic hat.

OTHER CANDIDACIES.

Ex-President Roosevelt is to be cruising about the West Indies for several weeks, and will be withdrawn, in a measure, from direct political activities. But his friends may be counted upon to keep a watchful eye upon his interests, and he will at no point be too far removed to be accessible to communication by wireless. He has frankly declared that he is for "any one to beat Wilson"; and if it were forced home upon him that he was the only man who could do it, he would pretty surely rise to the emergency. It is perhaps only a coincidence that he has just published a volume of pungent and trenchant dissertations on public questions which would be a serviceable campaign textbook, if one were needed. Justice Hughes in a letter disowning and deprecating the course of certain Republicans in putting forward Hughes delegates in Virginia, has said that he is totally opposed to the use of his name in connection with the nomination, or to the selection of delegates in his interest, directly or indirectly; but it is noticed that his letter stops short of saying that he would under no conditions accept a nomination or serve if elected.

AN AERIAL MAIL SERVICE.

An interesting innovation in the methods of mail service has been made by the postmaster general by advertisements for bids for the regular carrying of mails by aeroplanes or hydroplanes on one route in Massachusetts and seven in Alaska. The Massachusetts route is from New Bedford by Woods Hole and Oak Bluffs to Nantucket—a route of only fifty-six miles and return, but one at present involving many delays especially in fogs and bad weather. Eighteen times a week, during the summer months, and six times a week, during the rest

INDIANA AUTHORS

BY R. F. PHEMISTER

[In this centennial year of Indiana's statehood it is worth while to consider many phases of her achievement. This list was prepared for the Journal of Education by a resident of James Whitcomb Riley's home town, and one who has known him from young manhood.]

WRITERS OF VERSE, 146.

- Albert C. Andrews, 1878....."Moonlight on the Lake"
 Mrs. Marie L. Andrews, 1849....."Morning"
 Mrs. Albion F. Bacon, —....."The Old Church"
 Mrs. Rebecca G. Ball, —....."The Snow Birds"
 Granville M. Ballard, 1833....."An Idle Hour"
 Mrs. M. E. Banta, 1834....."Midsummer"
 Mrs. Margaret H. Bates, 1844....."Only a Dream"
 Mrs. Bessie J. Bellman, —....."My Native Woods"
 Judge H. P. Biddle, 1811....."Poetry"
 G. Henri Bogart, 1857....."As We Treasure"
 Sarah T. Bolton, 1820....."Longing for Home"
 Allen S. Botsford, —....."Lost"
 Miss Ethel Bowman, 1879....."Youth and Age"
 Mrs. Minnie T. Boyce, —....."The Banner of Beauty"
 Mrs. L. V. Boyd, 1827....."The Lost Hope"
 Robert H. Brewington, 1832....."Song of the Sea"
 Rev. A. F. Bridges, 1853....."The Immortality of the Soul"
 Mrs. Minnie [Mattie] D. Britts, —....."Love's Prayer"
 Mrs. Maria S. Brooks, —....."Vanquished"
 Mrs. Alice W. Brotherton, —....."The Ragged Regiment"
 Jerome C. Burnett, 1833....."Magnolia"
 Clarence A. Buskirk, 1842....."The Clouds"
 Miss Kate M. Caplinger, —....."The Iron Weed"
 Mrs. Emma N. Carleton, 1850....."In the Golden World"
 Mrs. Mary H. Catherwood, —....."The White Islander"
 Mrs. Emily T. Charles, 1845....."Hawthorn Blossoms"
 Mary L. Chitwood, 1833....."Isabel Lee"
 Noah J. Clodfelter, —....."Autumn"
 Jethro C. Culmer, 1855....."Life"
 Hon. Will Cumback, 1829....."Memory's Banquet"
 George W. Cutter, 1807 (?)....."Song of Steam"
 Mrs. Ida May Davis, —....."Evening Song"
 Mrs. Hannah [Brown] Davis, 1841....."The Wood Thrush"
 Richard L. Dawson, —....."The Old Honeysuckle Farm"
 Charles Dennis, 1844....."Patticake"
 Colonel William T. Dennis, 1816
 "When the Leaves Come Sailing Down"
 John Brown Dillon, —....."The Burial of the Beautiful"
 Mrs. May W. Donnan, —....."Blind"
 Mrs. A. L. Ruter Defour, 1822
 "Give Back, O Conquering Time"
 Mrs. Julia L. Dumont, 1794 [First Indiana Poet]
 "The Thunderstorm"
 John G. Dunn, 1826....."The Spider Elf"
 Sidney Dyer, —....."Better Late Than Never"
 Elijah E. Edwards, 1831....."To a Ruin"
 Judge Alfred Ellison, 1854....."Things Yet to Be"
 Henry W. Ellsworth, 1814....."New England"
 Dr. Orpheus Everts, 1826....."Garfield and Lincoln"
 John Finley, 1797....."Bachelor's Hall"
 Mrs. Mary H. Flanner, 1866....."Dig Dem Dan'line Greens"
 Miss Elizabeth E. Foulke, —....."Inspiration"
 William D. Foulke, 1848....."Sapphics"
 Willis W. Fowler, 1870....."To James Whitcomb Riley"
 Strickland W. Gillilan, 1869....."Counting the Cost"
 Jerome Bonaparte Girard, 1822....."My Native Stream"
 Samuel B. Gookins, 1809....."Purity"
 Jonathan W. Gordon, 1820....."To Viola in Heaven"
 Frank W. Harned, 1863....."Mount Rainier"
 William W. Harney, 1832....."Jimmy's Wooing"
 Lee O. Harris, 1839....."The Interpreter"
 Mrs. Irene B. Hawley, —....."Flotsam"
 John Hay, 1838....."The Castle in Spain"
 Enos B. Heiney, —....."Form Worship"
 Charles L. Holstein, 1844....."The Drums"
 Professor E. S. Hopkins, —....."The Watermelon"
 Benjamin D. House, 1844....."Alter Ego"
 Benjamin R. Hyman, —....."The Dying Day"
 Horace F. Hubbard, —....."Evening at Ardrossan"
 Mrs. Narcissa L. Jenkinson, —....."A Cynic"
 Robert U. Johnson, 1853....."An Irish Love Song"
 Mrs. Annie F. Johnston, —....."Bob White"
 Mrs. D. M. Jordan, 1833....."Rosemary"
 David Starr Jordan, —....."Men Told Me, Lord"
 Isaac H. Julian, 1823....."To the Genius of the West"
 Mrs. Esther N. Karn, —....."A Lullaby"
 Hon. Isaac Kinley, 1821....."Karma"
 Mrs. Jennie G. Kinley, 1822....."The Iron Bedstead"
 Mrs. J. V. H. Koons, —....."The Vain Kite"
 Mary Hannah Krout, —....."Little Brown Hands"
 Harvey P. Layton, 1871....."The Piper's Lay"
 Mrs. Frances Locke, 1830....."The Day's Burial"
 "Richard K. Lyon," —....."Love's Coming"
 Albert W. Macy, 1853....."A Mystery"
 James B. Martindale, —....."A Pastoral"
 Dr. James N. Mathews, —....."The Old House-Fly"
 Mrs. Zarilda McCoy, —....."A Fancy"
 W. W. H. McCurdy, —....."The Search for Truth"
 Silas B. McManus, 1845....."Fot Would You Take for Me?"
 Mrs. Josephine W. Mellette, —....."Life"
 Freeman E. Miller, —....."A Sonnet"
 Joaquin Miller, 1834....."The Mothers of Men"
 Mrs. Hettie A. Morrison, —
 "My Summer in a Kitchen"
 Mrs. Mary E. Nealy, 1825....."The Little Shoe"
 William P. Needham, 1853....."The Test of Faith"
 Mrs. Rebecca S. Nichols, 1818
 "The Bonny Brown Bird in the Mulberry Tree"
 Meredith Nicholson, 1866....."Shadow Lines"
 John C. Ochiltree, 1852
 "Autobiography of the Republic"
 Richard Owen, 1810....."Apostrophe to the Sun"
 Daniel L. Pain, 1830....."Da Capo"
 Benjamin S. Parker, 1833....."The Empty West"
 Edwin E. Parker, 1840....."Behind the Returns"
 Oran K. Parker, 1868....."Tribute to a Child"
 Garvin Payne, 1870....."When She Came Home"
 William W. Pfrimmer, 1856....."Driftwood"—a Volume
 John James Piatt, 1835....."The Mower in Ohio"
 Robert E. Pretlow, 1862....."Content"
 Herman C. F. Rave....."Calling the Cows"
 Mrs. Maud M. Redman, 1864....."A Summer Day"
 Joseph S. Reed, 1852....."Stirrin' Off"
 Peter F. Reed, 1819....."The Picture on the Wall"
 John S. Reid, —....."Gulzar" [The first original Hoosier
 composition and print, 1845]
 Alonzo Rice, 1867....."A Country Scene"
 Renos H. Richards, 1866....."To June"
 John C. Ridpath, LL.D., 1840....."Ecce Homo"
 James Whitcomb Riley, —
 "That Old Sweetheart of Mine"
 Miss Olive Sanxay, 1880....."Sabbath Chimes"
 Harry J. Shellman, 1843....."Who Knows?"
 John W. Shockley, —....."Indian Summer"
 A. E. Sinks, 1848....."Venice"
 Dr. H. M. Smith, 1820....."The Blacksmith"
 Mrs. Cornelia L. St. John, —
 "Six Little Feet on the Fender"
 Miss Evalcen Stein, —....."One Way to the Woods" [Vol.]
 Dr. S. P. Stoddard, —....."Gone Before"
 George Stout, —....."Thinking of Her"
 Mrs. Julia V. Strauss, —....."Hidden Fires"
 Mrs. Martina Swafford, —....."Witch Elm" [Vol.]

Dr. Henry W. Taylor, 1842 "The Hyksos"
 Howard S. Taylor, —..... "The Soldier of Peace"
 Dr. John N. Taylor, —..... "The Tender and True"
 Miss Minnetta T. Taylor, —..... "The Campagna"
 Tucker W. Taylor, 1854..... "The Trombone"
 Mrs. E. S. L. Thompson, 1848.. "Old Glory at Peking"
 Maurice Thompson, 1844..... "Songs of Fair Weather"
 William H. Thompson, —..... "Bond of Blood"
 Mrs. Laura M. H. Thurston, 1812

"The Green Hills of My Fatherland"
 Mrs. Ollah P. Toph, —..... "The Songs We Sing"
 Newton A. Trueblood, —..... "An Ode to Sleep"
 William B. Vickers, 1838..... "My Valentine"
 General "Lew" Wallace, —..... "Kapila"
 Mrs. Susan E. Wallace, — "The Patter of Little Feet"
 William De Witt Wallace, 1838..... "Love's Ladder"
 Luther D. Waterman, 1830.. "Phantoms of Life" [Vol.]
 Mrs. Harriet L. Westcott, —.. "An Autumn Reverie"
 Mrs. L. May Wheeler, —..... "Illusions"
 Louisa Wickersham, —..... "A Harvest Song"
 Mrs. E. C. Wilson, —..... "The Magic Pitcher"
 Forceythe Wilson, —..... "The Old Sergeant"
 Mrs. Bessie A. Woolford —.... "To the Ohio River"

AUTHORS OF FICTION.

Edward Eggleston..... "The Hoosier School Master"
 Charles Majors.... "When Knighthood Was in Flower"
 Elizabeth Miller..... "Saul of Tarsus"
 Meredith Nicholson "The House of a Thousand Candles"

Book Tarkington..... "A Gentleman from Indiana"
 Maurice Thompson..... "Alice of Old Vincennes"
 General "Lew" Wallace..... "Ben Hur"

DRAMATIST.

George Ade..... "The County Chairman"

MISCELLANEOUS AUTHORS.

Albert J. Beveridge..... "The Russian Advance"
 Dr. E. B. Bryan..... "The Basis of Practical Teaching"
 William L. Bryan..... "Plato, the Teacher"
 Jacob P. Dunn..... "The World's Silver Question"
 William H. English..... "Conquest of the Northwest"
 Benjamin Harrison..... "This Country of Ours"
 John Hay..... "The Life of Abraham Lincoln"
 Manson U. Johnson..... "The Tariff"
 David Jordan, LL.D..... "The Ethics of the Dust"
 Elwood W. Kemp..... "A History for Schools"
 Hugh McCollough

"Men and Measures of Half a Century"
 Joseph E. McDonald..... "A Treatise on Law"
 Professor Paul Monroe..... "An Educational Treatise"
 Dr. Andrew Stephenson..... "A History"
 Dr. W. T. Stott... "History of the Baptist in Indiana"
 John C. Ridpath..... "History of the World"
 Richard W. Thompson

"Personal Recollections of Presidents"
 Arnold Tompkins..... "Literary Interpretations"
 Dr. J. A. Woodburn.... "Political Parties and Leaders"
 William W. Woolen..... "Birds and Bird Life"

SUCCESSFUL WOMEN AUTHORS

[See editorial.]

Dr. Cornelia E. MacMullane, head of the English department of the Montclair, New Jersey, State Normal School, is a woman of rare scholarly attainment, high professional activity, with recognized honors of authorship, of dramatic power, of teaching skill.

She is a graduate of the West Chester, Pennsylvania, State Normal School, earned doctorates in Pedagogy and Philosophy at New York University, and has had two years of post-graduate work with Dr. Hiram Corson of Cornell University. She has also been a special student at Yale University. Such scholarly opportunities are rare in the educational world.

She has been at the head of the department of English in the South Orange, New Jersey, High School; of the department of English in the summer session of the West Chester, Pennsylvania, State Normal School, and was instructor in the Rutgers College Summer School in 1914 and in 1915.

Few women are as effective in platform work either in her special theme or in general educational address.

She is eminently successful in authorship, being joint author with Dr. Henry W. Elson of Ohio University of three most attractive books in the Foundation History Series*: *The Story of Our Country*, Book I and Book II, and *The Story of the Old World*.

Celia Richmond, author of *Richmond's Second Reader*, is also the author of the "World Literature Series" for upper grammar grades,

"America and England," "Egypt, Greece and Rome," "Mexico and Peru," "United States and Canada" and "England, Scotland and Ireland."

After a college course at Wellesley, supplemented by extended travel and study in Europe, she taught in the North Adams High School until demonstration of rare literary and book writing ability led Ginn & Company to contract for her time and talent. Address, Adams, Massachusetts.

Jennie Irene Mix, author of "Mighty Animals," a wholly unusual book and correspondingly attractive, is a literary and music critic and editor. Miss Mix is greatly interested in music, in literature and national history. She is much of the time in New York, but her home address is Hotel Schenley, Pittsburgh.

Frances M. Morehouse, author of "School Discipline," an exceedingly satisfactory and successful book on school administration, A. B. and A. M. and Phi Beta Kappa, University of Illinois, is now supervisor of history and civics in the Illinois State Normal University. She has occupied the same position in the Practice School of the State University of Illinois. Address, Normal, Illinois.

Emma Serl is one of the most successful of women authors. She is the author of "In Fableland," which sold more than 50,000 copies in a very short time. It is one of the really "famous sellers." Her other books are: "In the Animal World," "Primary Language Lessons," "Inter-

*Yonkers-on-Hudson, New York: World Book Company.

mediate Language Lessons," "Work-a-Day Doings on the Farm." Joint author of "Work-a-Day Doings," "A Primer," "Every Day Number Stories."

In variety of books, in quality of work, and in sales Miss Serl is among the leaders. For twelve years she has been one of the well-known teachers of Kansas City, Missouri. She has been a member of the faculty of the Teachers Training School of Kansas City, and for several summers of Tulane University, New Orleans. Address, 3411 Euclid Avenue, Kansas City.

M. Lida Bartlett, author of the *Daily Speller for First Grade*, is an enthusiastic primary specialist and her professional devotion is demonstrated in her activity in the promotion of "The Elementary Teacher," the official organ of the National League of Teachers' Associations. She is probably most widely known from the "Bartlett Loom," an important kindergarten device for hand-weaving. Her book is attracting much attention from teachers and superintendents. Address, 3035 West North Avenue, Baltimore.

Mrs. Frances Gulick Jewett, Oberlin, Ohio, together with her brother, Dr. Luther H. Gulick, has written one of the really great series of school books of recent times. These books are "Good Health," "Town and City," "The Body at Work," "Control of Body and Mind," "Physiology," "Hygiene and Sanitation." She has also written "The Next Generation." Mrs. Jewett's life and experiences have been most unusual. She was born on Ponape, one of the Micronesian Islands, spent her girlhood in the Hawaiian Islands, prepared for college in New Haven, took her college work in Lake Erie College, Painesville, Ohio. Spent four years in study in Florence, Italy, and in Berlin. Taught English to Japanese young ladies for four years in Tokio. For many years she has lived in Oberlin, Ohio, where her husband, Professor Frank Fanning Jewett of Oberlin College, is a professor.

Louise Robinson, head assistant in the Louisa M. Alcott School, Boston, is a graduate of the Boston Normal School. Few Bostonians can read their title clear to greater hereditary honors. She is the writer of many magazine articles and of three popular books of schools, "A Mother Goose Reader," "At the Open Door" and "Behind the Big Glass Window." She is both professional in spirit and literary in taste and talent. Address, Trinity Court, Boston.

Mabel Bonsall, joint author of a series of *Philippine Arithmetics* which have been used exclusively in those Islands for the past seven years, is the daughter of the author of a widely used *Bookkeeping and Business Arithmetic*. She is a graduate of the Indiana State Normal School and the Indiana State University. She has taught in the Philippine Islands, in city high schools in Indiana, and has for some time been assistant principal of the Training School of the Indiana State Normal School. Address, Terre Haute, Indiana.

BUKOWINA AND BESSARABIA

None of the maps to which I have access show Bukowina and Bessarabia. Please give me some information as to where I can find something about them.

C. C. G.

Johnston's, Stieler's and the Century atlases will show you the position of each. Bukowina—the name means "beech," because of the extensive forests of beech trees—is technically a duchy and a crownland of Austria. It forms the extreme southern part of the Austrian province of Galicia, with which it was incorporated in 1786. In 1849, or thereabout, it was made a separate crownland, and has so remained. Its industries are agricultural—grazing in the foothills of the Carpathian Mountains and grain farming in the level lands. Czernowitz, the capital, is situated on the bluffs of Pruth River. It is a city of about 70,000 people. The inhabitants of Bukowina are mainly Ruthenians, Russians and Rumanians.

Bessarabia is a Russian government, or province, situated between the lower parts of Pruth and Dniester rivers. It faces the Black Sea in the south and practically touches Bukowina on the northwest. It is a part of the old Scythian Kingdom. In the seventh century it was conquered by a Thracian people, the Bessi. In turn it has been a possession of Turks, Greeks and Tatars; it was annexed to Russia in 1812. The country is rich in minerals, timber and farm products. The European buffalo survives in Bessarabia as a domestic animal.

J. W. Redway.

WHOLESAME WARNING

To Teachers: Please drill into the minds of the pupils that all kinds of colds, the gripe, and many other diseases are given from one boy or girl to others.

That this can be largely prevented if pupils will breathe through the nose and not through the mouth.

Also that the greatest way to check these diseases is for everyone afflicted, to be very careful when coughing or sneezing, and not to do this into another person's face. Everyone having even a slight cold should be well provided with handkerchiefs and they should cough and sneeze into these.

Teachers can prevent a great deal of sickness by insisting on these things.

Respectfully,
E. C. Witham, Superintendent.

Southington, Conn.

PRIMARY SPELLING

(Continued from page 203.)

calf	hardly	quiet	wade
car	hay	quite	wagon
card	head		wait
care	heart	rabbit	walk
careful	heat	raise	want
carry	heavy	reach	warm
catch	herself	ready	wash
cause	hide	rent	watch
cent	high	rest	water
chance	himself	rich	wave
chair	hole	ride	weather
change	hope	right	wheel
charge	hour	ring	which
cheap	how	river	while
cheese	hunt	roar	whip
cherry	hurry	robin	white
chicken	hurt	rock	whole
child		room	wide
Christmas	inch	rope	wife
class	inside		window
clean	instead	safe	wing
clear		same	winter
clock	jump	save	wish
close	just	school	without
cloth		scratch	wonder
clothe	kind	second	wonderful
coat	kiss	seek	word
coffee	kitchen	seem	work
color	knife	send	world
come	knock	seven	worm
corner		shake	wrap
cotton	ladder	shell	write
cost	lady	shine	wrong
count	lamp	ship	
country	large	shock	yesterday
cover	late	shoe	yourself
		shop	

BOOK TABLE

TEACHING LITERATURE IN THE GRAMMAR GRADES AND HIGH SCHOOL. By Emma M. Bolenius, A. M. Boston: Houghton Mifflin Company. Cloth. 352 pp. Price, \$1.25.

"Teaching Literature in the Grammar Grades and High School" is the most recent addition to the Riverside Textbooks in Education, edited by Professor Cumberley of Leland Stanford Junior University. It is an intensely practical handbook for teachers of English, but for all that there is no lack of emphasis on the cultural value of literature. All the important types of literature are studied in detail, as to origin, essential character, etc., and each is illustrated by an intensive study of one or more selections of the genre chosen from the classics of the language. After an introduction on "What Books Mean to You" and a preparatory chapter on "What is Poetry?" Miss Bolenius takes up in order the ballad, the lyric, the metrical tale, the metrical romance, the epic, the drama, the short story, the novel, the essay and the oration. Over seventy-five classics are discussed in the course of the treatment, with detailed suggestions for teaching twenty of them and very full questions on twenty-nine others. The college requirements are adequately covered, both as to prose and as to poetry.

A noteworthy feature is the emphasis laid on the "laboratory method" of teaching. Each chapter contains practical exercises, sample analyses, etc., and lists of "helpful readings" abound. The illustrative and bibliographical material is really surprising both in amount and quality. Another good point of the book is that it correlates literature and composition, which have been allowed to drift too far apart in many schools.

The book should prove of great value to superintendents, principals, teachers, normal students, mothers and all others who are interested in methods of making English literature vivid and interesting to children and adolescents.

OUTLINES OF CHILD STUDY. By William A. McKeever, University of Kansas. New York: The Macmillan Company. Cloth. Price, \$1.00.

Mr. McKeever's genius for the making of useful, attractive, modern books for parents and teachers seems to be without limit. This is his fifth sensible and inspiring book about boys and girls, and no one of them repeats anything in any other one of them. This has really the most personality of any of them because in the most specific way it does what no other book has attempted. Instead of merely talking about boys and girls it explains precisely what fathers, mothers and teachers may do to get tangible character results.

It explains how to organize and manage all such child-study clubs as the Parent-Teacher Association, the Mothers' Club and the Child-Welfare League. It contains 112 programs, with topics for the speakers and discussions and references for reading and study, as well as full suggestions for making each meeting most helpful. It explains in detail the duties of the various officers of the child-study clubs, tells how to secure speakers for the meetings and how to select a working library of books on child life. Its methods and programs insure permanence to all child-fostering societies which use them, and its chapters give many detailed suggestions for doing helpful work in the local communities.

BEING WELL-BORN. Childhood and Youth Series. By Michael F. Guyer. Indianapolis: Bobbs-Merrill Company. Cloth. Price, \$1.00, net.

Whether you like it or not, whether it grates on your nerves or not you may as well recognize the fact that eugenics is to be written about and talked about for a time at least. All the choice you really have, so far as you are concerned, is whether or not you will endorse and encourage sane writers who are not morbid and erratic or leave the field to those who do much harm by their suggestive teachings. We waste no time or thought in arguing whether or not more harm than good is done by writing and teaching sex-hygiene. That would be a waste of time at present, but we do try to approve only the best things that the best people write, and we regard the work of Professor Guyer of the University of Wisconsin as scientific, as noble in purpose and pure in spirit.

A FIRST GERMAN GRAMMAR. By Philip Schuyler Allen and Paul Hermann Phillipson (University of Chicago). Boston: Ginn & Company. Cloth. xix + 436 pp. Price, \$1.00.

The most striking feature of this new introductory German grammar is that it makes haste slowly. Only one grammatical fact is studied at a time, nothing is taken for granted, there is constant repetition of rules and vocabulary, frequent reviews are indicated, and reference is continually made to the facts of English grammar. The reading material which introduces each lesson is extremely simple and unusually full, averaging about a page in length and serving as a basis for the entire lesson. Thus a typical lesson consists of (1) reading material, (2) German questions on this reading, (3) exercises which use the vocabulary of the reading, (4) inductive grammar developed from the reading, (5) statement of rules developed from the reading, (6) application of grammar and vocabulary to the reading, and (7) translation exercises based on the reading. As an instance of the slow but steady progress of the text is to be noted the fact that the definite article is not taught at all until Lesson IX, and the paradigm of its singular is not given until Lesson XV. The English-German exercises are unusually full, allowing the teacher to make a selection if he so desires. There are seventy-seven lessons in all, enough material for a two-year course if required. Many German proverbs and poems are inserted as a relief from the possible monotony of recitations. Complete German-English and English-German vocabularies and an index are provided.

Courageous, thorough-going, advanced in its pedagogy, sound and interesting, the book should commend itself to all German teachers who desire these qualities in their textbooks.

ENGLAND AND NAPOLEON. (1801-1815.) Compiled by S. E. Winbolt. New York: The Macmillan Company. Cloth. 120 pp.

"England and Napoleon" is one of a series of source books on English history intended for use with textbook of the same subject, and its value will be appreciated by the growing number of teachers who realize that the source book is an indispensable adjunct of the history lesson.

The order of the extracts is strictly chronological, each being numbered, titled, dated and its authority given. The text is modernized, where necessary, to the extent of leaving no difficulties in reading.

WEST POINT IN OUR NEXT WAR. By Maxwell Van Zandt Woodhull, A. M. G. P. Putnam's Sons. Price, \$1.25.

The author of this book was an officer in the Civil War, of wide and varied experience. He believed profoundly in a large increase in both our army and navy. While the book may not have been written to further preparedness it lends itself very positively to this end. It is written with care, and a large amount of valuable information is therein contained for the military man and the general reader. Those who believe in a large preparation for possible, if not probable, war will find the book convincing, while those who believe that the supreme modern appeal for peace and good will should be moral—in a saner judgment and a fraternal spirit—will regard the contention of the book all wrong.

THE COMING OF ARTHUR; THE HOLY GRAIL; THE PASSING OF ARTHUR. By Alfred Tennyson. Edited with introduction and notes by Sophie Chantal Hart, professor of rhetoric and composition in Wellesley College. 100 pp.

MACAULAY'S SPEECHES ON COPYRIGHT; LINCOLN'S COOPER INSTITUTE ADDRESS. Edited with introduction and notes by Dudley H. Miles, Evander Childs High School, New York City. 90 pp.

New York: Longmans, Green & Co. Price, 25 cents each.

These two handy volumes are valuable additions to Longmans' English Classics series, a series so well known and widely used that it needs no description. The introductions to the two present volumes and the suggestions to teachers show wise and skilful editing. The notes are ample and clear.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion. :- :- :- :-

Meetings to be Held

FEBRUARY.

23-25: The National Association of State Supervisors and Inspectors of Rural Schools, Detroit, Mich. Cyrus J. Brown, State Supervisor of Rural Schools, Baton Rouge, La.

28-March 1: Religious Education Association, Chicago. Association office, 332 South Michigan avenue, Chicago.

MARCH.

4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.

10-11: Eleventh Conference of the Schools of Vermont with the State University, Burlington. J. F. Messenger, University of Vermont, Burlington, director.

10-11: New Jersey Council of Education, Newark.

13-18: California Teachers' Association (Central Section). Superintendent E. W. Lindsay, secretary.

16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

24-25: North Central Association of Colleges and Secondary Schools, La Salle Hotel, Chicago.

APRIL.

6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.

6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

13-15: Arizona State Teachers' Association, Tucson, Ariz. R. B. von Klein Smid, president; Daniel F. Jantsen, secretary.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.

20-22: Eastern Arts and Manual Training Teachers' Association, Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

21-22: Wisconsin Superintendents and Supervising Principals' Association, Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

NOVEMBER.

16-18: Missouri State Teachers' Association. St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

GREENFIELD. The winter meeting of the Headmasters' Club of Western Massachusetts was held in Greenfield February 12. The general topic for debate was: "How to Increase the Public Recognition Given to Scholarship and to Lessen That Given to Athletic Attainment." Principal J. Leslie Purdon of Great Barrington presided. The following is the list of speakers: Principal Howard Conant of Holyoke, Dr. H. H. Gadsby of North Adams, Principal C. W. Marshall of Amherst, Principal C. B. Roote of Northampton, Principal Thomas F. Kane of Lenox, Principal Edward K. Boak, Easthampton, Principal Carlos B. Ellis of Springfield, Professor Hart of Amherst Agricultural College, Professor Tyler of Amherst College, Dean F. C. Ferry of Williams and Dean Hulburt of Harvard College.

MAINE.

WILTON. Charles J. Baxter, state superintendent of schools in New Jersey from 1896 to 1911, died at his home here, seventy-four years old. The New Jersey State Board of Education passed the following resolution upon learning of his death:—

"Mr. Baxter gave many years of faithful service to the cause of education in New Jersey. All of his work in his long period of service was characterized by singleness of purpose, by devotion to duty, by the highest integrity and by an unselfish ambition to make the schools serve both the State and the children."

NEW HAMPSHIRE.

CONCORD. During the first part of February Professor M. V. O'Shea of the University of Wisconsin accepted an invitation extended by the masters and trustees of St. Paul's School, to make a study of the curriculum and methods of teaching employed in the school, and make suggestions looking toward improvement. He spent some time at the school, and held daily conferences with the faculty for the discussion of his findings.

PORTSMOUTH. Superintendent Pringle and the high school staff are being congratulated upon the complete success of the special night session of the high school last Friday. Before this event it was recorded in Headmaster Dunfield's office that only twenty-nine parents had visited classes in the last five

years, and prominent business men confessed that they had never seen the high school in session. Despite a rainy afternoon Friday followed by a brisk flurry of snow in the evening, which made travel extremely disagreeable, 212 parents registered in the guest book, and fully 100 failed to register. Every member of the teaching staff was at his post and practically every pupil was present, while from 7 till 9 p. m. the regular work of the first, third and fifth periods went on for the inspection of the parents.

Sixteen classes were in session for the three periods. The deportment of pupils, in class and while changing rooms, was excellent, notwithstanding the confusion and excitement naturally attending the presence of so many visitors. Every class had its quota of visitors. The manual training, domestic science, typewriting departments and the chemical and physical laboratories especially were centres of delighted interest for the parents.

The splendid high school building, with every room lighted up, presented an impressive appearance from without. The night session was a success in every particular, bringing business men to see the efficiency and high standard maintained by the city's educational department and parents to inspect their children under instruction from the teachers. Not a person was observed to leave the building while the session was going on.

CONNECTICUT.

NEW BRITAIN. An exceedingly interesting conference on "Vocational Education" was held in New Britain February 9 and 10 under the joint auspices of the local Chamber of Commerce, city school committee and the Consumers' League of Connecticut. Principal John G. Thompson of the Fitchburg, Mass., Normal School spoke on "The Continuation School" and "The Pre-vocational School" was discussed by Lewis H. Carris, assistant commissioner of education, Trenton, N. J.; Egbert E. McNary, director of industrial training, Springfield, Mass.; F. H. Beede, superintendent of schools, New Haven, Conn.; Stanley H. Holmes, superintendent of schools, New Britain.

Mrs. Lucinda W. Prince of Simmons College, Boston, Mass., spoke on "The Department Store as a Training School," and E. N. Clopper, National Child Labor Committee of New York City, spoke on "The Abolition of Child Labor." The addresses and discussions which followed were of great practical value. The attendance was small.

The Connecticut Association of Classical and High School Teachers held its twenty-fifth annual meeting in the Hartford High School Building on Saturday, February 12.

The principal address was given at the morning session by Calvin N.

Massachusetts Teachers!

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Kendall, commissioner of education for New Jersey. His theme was "Increasing the Influence of the High School." The afternoon session was devoted to departmental conferences on English, history, classics, vocations, mathematics and science. The principal speakers from outside the state were Miss Mary E. Hall, librarian Girls' High School, Brooklyn, N. Y., E. E. McNary, Springfield, Mass., and J. A. Randall, Pratt Institute, Brooklyn, N. Y.

C. L. Kirschner of New Haven was elected president for the ensuing year. It was voted to make the annual dues fifty cents for all members, male and female, instead of one dollar.

MIDDLE ATLANTIC STATES.

NEW YORK.

POUGHKEEPSIE. Twenty-seven students have won honors at Vassar College this year and six have won honorable mention. To win honors at Vassar a student must have received A's in at least seven-twelfths of her work, and of the remainder not more than two-fifths may be C's. To win honorable mention means that a student has fulfilled these requirements with the exception of her freshman year. Students who have been in Vassar for only three years may win honors if three-quarters of their marks have been A's and if they have had C's in only one course. Two students have fulfilled this requirement.

Among the students who received honors were the president of the Students' Association, the vice-president of the Christian Associa-

tion, the editor-in-chief of the senior year book the class secretary, the class treasurer, three ex-class presidents and six of the girls who have been most active in college athletics.

SOUTHERN STATES.

TEXAS.

SAN MARCOS. Two years ago the Southwest Texas Normal School organized a training school department as a part of the normal work and adopted observation work and practice teaching as a part of the regular work of junior and senior students. The training school work covers all grades from the primary to the ninth, inclusive, leading up to entrance into the regular normal work.

This work has proved to be very profitable, giving the students a touch of the practical as well as the theoretical, and giving the teachers a chance to demonstrate the fundamental principles of teaching. The work is popular both with students and with patrons. When the work was first organized it was rather difficult to secure a sufficient number of pupils in the various grades, but now written applications are on file in advance for the privilege of sending to the training school.

There are five teachers regularly employed in the demonstration work, and the number of students in each grade, except the ninth, is limited to fifteen.

CENTRAL STATES.

INDIANA.

SOUTH BEND. The first open air school for this county was opened

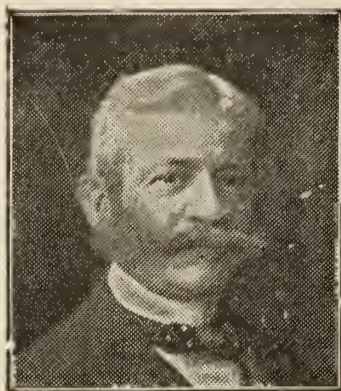
here recently with four pupils, all girls, who are patients at the anti-tuberculosis hospital conducted by the county. It is expected that the enrollment will increase rapidly. The instructor is Miss Ethel McDonald, formerly a teacher in the high school here. The children and teacher are bundled in heavy clothing and hoods.

INDIANAPOLIS. Medical inspection and free nursing work is carried on in this city by an efficient corps of thirty-three inspectors and nine women nurses. The medical inspectors visit the public and parochial schools and kindergartens three days each week. A general survey of school children for poor teeth is to be made next month. According to Dr. Charles W. Stiles of the United States Public Health Service, and discoverer of the hookworm, who was in this city for a few days recently, Indianapolis school children are robust and well developed physically.

KOKOMO. Plans for the organization of military companies in the high school are under consideration by the superintendent and school board. If put in effect, uniforms and guns will not be used at the start, but emphasis will be placed on drills. The course will be required of every boy in high school, with some arrangement made for awarding credits for the work.

ILLINOIS.

SPRINGFIELD. The third State spelling contest was held at Springfield during the State Teachers' Association meeting. Thirty-five counties were entered. According to the rules governing the contest, three hundred words were pronounced to all the stu-



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dents and it was found that eight persons had not missed a single word and seven others had missed but one. Other lists of twenty-five words were pronounced to the remaining contestants and as one missed a word he would drop out. The person who was awarded third place missed the five hundred and twenty-third word and the one who won second place missed the five hundred and eighty-second word and the winner of first place spelled the entire 600 words correctly.

The winners of the contest were:—

First—Henry county — Ralph Huston, Kewanee.

Second—Wabash County — Lucile Batson, Keensburg.

Third—Champaign County — Mabel Wilson, Gifford.

NEBRASKA.

HEBRON. Thayer County had an unusual and highly successful educational meeting this season in arranging for which County Superintendent A. T. Holtzen, City Superintendent S. E. Clark and State Superintendent A. O. Thomas combined forces. It lasted three days and enjoyed the presence of several able men and women of the state.

LINCOLN. In this city last season there was an enrollment of 1,167 members in the Gardening and Marketing Club. A market was established in the centre of the city to assist club members to dispose of their products. This market was open on Saturday from 8 to 11 in the morning. The attendance at the market varied from 40 to 100 members and the gross receipts from \$50 to \$125. The club members were taught to can products remaining unsold at the close of the market. Later in the season a club festival was held on the college ground and an exhibit at the State Fair. Reports and stories were written by the club members. The work was so successful that a local hotel gave a banquet to the club members who completed the work. Extension Director C. W. Pugsley will offer the same co-operation to twelve cities in the state next year.

The plan for credits which has been accepted so far, is briefly as follows:—

"In the high school a completed

project will be required as part of the work in agriculture, in case agriculture is given. Credit will be given of one point for a satisfactorily completed project, which means one study for one semester. In the grades it will be coupled up with some studies and assigned as a part of the work in those studies. Those who do not take the garden work will be required to do some other work which will be assigned to them.

"The inspector of high schools has ruled that if the superintendent says that the work done is equivalent to the work required in other high school studies for credit, the university will accept these points for entrance credit.

"In connection with the rural work a ruling has been secured from the state superintendent which permits a county superintendent to accept a completed club project in lieu of the examination required by law for entrance to a high school. We have a law here requiring the teaching of agriculture in rural schools. Of course, the work is a farce because the country teachers have no preparation in agriculture. They make a stagger at the work, however, and an examination is required at the end of the eighth grade work. I am thoroughly convinced, and so is the state superintendent, that a completed club project under the direction of the teacher and the local leader chosen by the teacher will mean much more than such agricultural work which is given and is certainly worth more than the examination now given in agriculture, which amounts to nothing at all."

Of the ninety-three county superintendents in this state forty-seven are women.

State Superintendent A. O. Thomas has outlined the following program for the year 1916:—

At least one hundred and sixty days' schooling for all of the youth of the state.

The co-operation of all educational forces for the advancement of Nebraska schools.

Capacity groups for instruction and a division of labor for teachers.

The placing of supervision on a proper basis.

The realization of Nebraska educa-

tional standards by the schools of the state.

In the making of new districts the use of the half-section instead of the section line; the portable schoolhouse and the mother-teacher in the sparsely settled sections.

Training in service and the "teacher coach."

Back to the essentials of an English education; as good educational opportunities for the children of the country places as the towns and cities afford.

The medium sized co-operative district and new buildings to be built with community centre idea.

A high school within reach of every child.

OHIO.

CLEVELAND. The Cleveland School Board Division of School Extension is described in the section of the Foundation's Survey made public last month. This report, "Educational Extension," is by Clarence A. Perry of the Russell Sage Foundation.

The Board's new policy will open sixteen school buildings as community centres. In charge of each will be a supervisor and assistant for gymnasium work. A general supervisor will superintend the new division. This corps will develop work in shops, sewing rooms, kitchens, clubrooms, swimming pools, gymnasiums and auditoriums of the sixteen centres to be selected. The Board will pay for the heat, light, janitor service and su-

United States Government Civil Service Examinations

All teachers both men and women should try the Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. H 221, Rochester, N. Y., for large descriptive book, showing the positions obtainable, and giving many sample examination questions, which will be sent free of charge.

pervision for these activities. Persons enrolled for regular participation will pay club dues of 25 cents a month. But general use of the buildings will be free to all and the plan is to arrange lectures, discussions and entertainments of interest to the various communities. Any school auditorium outside these sixteen centres can, as heretofore, be secured for use by any five citizens who pay \$2.50 and assume responsibility for the meeting and any damage to property.

This new policy of the Board is commended and justified by many factors of life in Cleveland. More than \$1,000,000 has been spent on special rooms in Cleveland schools. Four-fifths of all schools have auditoriums, nearly one-third possess gymnasiums and about one-half have playrooms. Several buildings have specially equipped clubrooms, eight schools have branches of the Public Library, and about thirty manual training and domestic science centres exist.

Of 358 high schoolrooms, 125 were used from 80 to 125 evenings.

Of 1,700 elementary schoolrooms, 132 were used 102 nights.

94 auditoriums were used a total of 719 times, an average of seven and one-half times each; 287 times in the afternoon and 432 times in the evening. 24 were not used at all. New auditoriums are being erected at a cost from \$18,000 to \$24,000. They are seldom used by the day school.

44 gymnasiums have been used 1,975 times out of school hours, an average of 45 times a year. But 12 of the 44 are not reported used at all, and one-sixth of all use was in the afternoon.

The demand for after-school use is shown by the 3,007 times that 596 groups paid to have the schools opened for them the last year. This was twice as many organizations as made such use of the schools the year before. Settlement directors, Christian Association secretaries and bathhouse superintendents report the demand for accommodations double the capacity of their institutions.

Specific recommendations for extending such community use to many schools and making it successful are these, made by Mr. Perry:—

Local neighborhood associations should in due course be organized to help in the support and direction of community centres.

The organization and development of clubs in community centre work should be initiated and encouraged.

Organizing public meetings in the schoolhouse is the best way of overcoming the friction sometimes generated by discussion held under the auspices of outside groups.

The administrative control of the Division of School Extension ought to be transferred from the Business Department to the Educational Department.

YOUNGSTOWN. The Board of Education named Superintendent N. H. Chaney a committee of one to visit and investigate the Gary, Indiana, school system.

WISCONSIN.

MILWAUKEE. There has been a steady decline of truancy in the elementary schools of Milwaukee, according to a report by H. R. Pesta-

SCHOOLS AND COLLEGES.

Summer Session

The Stout Institute

Menomonie
Wisconsin

Eleventh Annual Summer Session July 31 to September 1, 1916. Fifty-five courses in the Manual Arts. Twenty-six courses in Home Economics. First-class accommodations in dormitories for women. Illustrated catalog, 1916 Session, ready March 1. Address L. D. Harvey, President, The Stout Institute.

lozzi, supervisor of school attendance. In spite of the increased enrollment there is a smaller number of truants and also a smaller number of days lost by truancy. In the high schools, which are outside the jurisdiction of the supervisor of school attendance, the condition is at present not as favorable.

It is worth noting that in the case of most of the truants outside conditions play some part in causing truancy. Thirty-nine of the 814 truants in the public schools were on probation to the Juvenile Court. Ninety-eight had one or both parents dead. The mothers of 121 were earning their livings by working, and in the case of sixteen the mothers had deserted the children.

FOND DU LAC. The Fond du Lac high school library received a novel "gift" in the form of \$1,575, which was sent as a payment for sixty-three books such as were studied during the childhood of the donor. \$25 a volume was offered to Miss Elizabeth Waters, assistant principal, for these books, and the \$1,575 paid will be spent in providing equipment and books for the Fond du Lac high school library.

SOUTHWESTERN STATES.

CALIFORNIA.

FRESNO. The California Teachers' Association (Central Section) will hold its annual meeting this year at Fresno for one week beginning March 13. An attractive program has been prepared by the executive committee and the secretary, Superintendent E. W. Lindsay, which calls for the co-operation of the leading school people of California, and the association has secured also for the program Dean George F. James of the University of Nevada.

UTAH.

SALT LAKE CITY. Dr. John A. Widsøe, president of the Utah Agricultural College at Logan, was chosen president of the University of Utah to succeed Dr. J. T. Kingsbury, who asked that his name be not considered for re-appointment. The salary of the president of the university was increased from \$5,000 to \$6,000 a year, the same as Dr. Widsøe is receiving at the Agricultural College. Dr. Widsøe will assume his new duties at the beginning of the next scholastic year in September, 1916. Dr. Kingsbury was elected president emeritus of the university for the year 1916-17 and was made professor of chemistry, at full professor's salary, for the year 1917-18. Dr. Kingsbury was also given leave of absence on full pay for one year.

Dr. Widsøe was born in Norway on the Island of Froyen in 1872, and came to this country with his parents when a boy. While employed as a

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STATE NORMAL SCHOOL, Salem, Massachusetts. Coeducational. Department for the pedagogical and technical training of teachers of the commercial subjects. J. Asbury Pittman, Principal.

clerk in a drug store he began studying and was graduated from the Brigham Young College in 1891. Later he was graduated from Harvard and also received degrees from the University of Göttingen and the University of Zurich. In 1907 he became president of the Agricultural College of Utah.

Professor Richard R. Lyman of the State University of Utah has been awarded the medal by the American Society of Civil Engineers—the highest professional honor in engineering—for national leadership in an important phase of motor works engineering. Dr. Lyman is a graduate of the State University of Michigan, with post-graduate work at Chicago University and at Cornell University, where he earned his master's degree, his doctorate in philosophy and membership in the Sigma Xi. He is one of the high scholastic assets of the University of Utah.

NORTHWESTERN STATES.

OREGON.

CORVALLIS. The scope of the work of the Oregon Agricultural

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College is comprised within the three grand divisions that characterize the activities of land-grant colleges throughout the country. Experiment station work, instruction in residence and instruction through extension channels—these are the peculiar fields of work of the agricultural and mechanical colleges found in nearly all the states of the Union, a distinctive feature of public education in America.

This three-fold field of work, as it is exemplified in the state college of Oregon, is exactly the same field that has made great the state institutions of the Middle West. These institutions, that are today attracting the attention of the agricultural and industrial world and find an annual income of \$2,000,000 barely adequate to carry on their large undertakings, were young once, like the Oregon Agricultural College, serving a sparsely-settled state, and content to struggle forward with an undue burden of enrollment and administrative routine, on as many hundred thousands as they now have millions.

They went through the same pioneering experiences—and made history as they went, like the State Agricultural College that has revolutionized the poultry industry, evolved horticultural practices universally productive, discovered insecticides of inestimable value, contributed to commercial science an improved system of farm records, taken the initiative in rural economics and introduced dry-farming practices that in many instances have increased production four-fold.

Even to outline the work of the Oregon Agricultural College in all departments of its three fields of work would be impossible in a short sketch. It will be the purpose of this article, therefore, merely to show how wide a range of study the youths of Oregon have open to them at the state college located at Corvallis, leaving out of account the work of the experiment station and that of the extension service.

While six schools, beside the department of pharmacy, offer the student baccalaureate degrees equal to the best in the country upon the completion of a course of four years of college work, based upon an entrance requirement of four years of standard high school scholarship, the student has a much wider range of opportunity for special study than the naming of these schools would suggest. Agriculture, forestry, home economics, engineering, mining and commerce are the six schools offering widely different training for the vocations of life; but within each of these schools specialization is possible in many important subdivisions. Moreover, as part of the policy of the administration of the college, liberalizing studies that make for efficiency and citizenship are made accessible to every youth

in college; hence, the instruction in modern languages, in English, public speaking and dramatics, in art and library practice, hence, also, the affiliated school of music.

MONTANA.

HELENA. An interesting example of university co-operation in the organization of summer session work appears in the arrangements which are making by the Universities of Montana, Utah, Wyoming and Nevada. These institutions have agreed to joint engagements of some special lecturers for their summer sessions. The men selected will be secured for four weeks' work and their services will be given for one week each to the universities which have entered into this plan.

Hope of Gary System Killed in New York State

Dr. Augustus S. Downing, first assistant commissioner of education and member of three juries of awards at the Panama-Pacific Exposition, who doesn't care whether his expense account is investigated or not, spoke to the Schoolmasters' Club at the Wolcott recently on some of the lessons he learned at the exposition along educational lines.

Dr. Downing prefaced his remarks with a tribute to Dr. William H. Maxwell, superintendent of education in New York City, recently re-elected for the thirty-sixth term.

"The Schoolmasters' Club should be particularly gratified at Dr. Maxwell's triumph over the opposition, for the reason that his re-election confirms the stand taken in your city regarding the Gary system. The hope of the advocates of this system in this state died at that election last Wednesday."

RECALLS HUGHES' STAND.

Dr. Downing recalled the fact that Superintendent of Schools Percy M. Hughes had gone to Gary, Ind., favoring the system, but after studying it became opposed to it as being an unsystematized device.

Dr. Maxwell's victory in the face of defeat by an opponent with a "newspaper-made reputation," Dr. Downing regarded as proof that the teachers in Syracuse had not been led by false gods. He also showed by Dr. Maxwell's report on a test of three systems, Gary, pre-vocational and controlled or New York state system, that the controlled method stood the highest in results and the Gary system ranked third.

Regarding his experiences at San Francisco, Dr. Downing began by expressing keen disappointment over the fact that New York state failed to arrange an exhibition that would adequately show the vertical or thor-

oughly democratic system of education, distinctly American and the only one in the world.

PLAN FAILED ABSOLUTELY.

"New York was the only state," he said, "that had an exhibition showing a complete centralized educational system, being the only state that has such a system complete in every detail. Inasmuch as New York and Massachusetts were the only states to adhere to the great plan to unite on an exhibition that would show the national educational system, this plan failed absolutely. Massachusetts had a display showing her wonderful vocational education system."

"There is no state in the Union that so well exemplifies the true American idea of education as New York, and this exposition furnished a great opportunity for its proper representation. When I speak of a vertical system, I mean a system that recognizes no class or strata of persons; a method that gives every child, regardless of station in life, an equal opportunity to gain an unlimited education."

"This chance is denied children in England, Japan, Germany and other countries where class distinction begins in school and continues through life. Our system begins at the bottom and works upward with plenty of room at the top for all who can climb. To me it was a great disappointment to see that New York had failed to place before all nations this American system and its manifold benefits and results."

STATES FAILED LAMENTABLY.

"There were many kinds of school exhibits, all alike and all based upon the old method of exhibiting examples of this and that kind of work on display boards that no one ever thought of noticing. We are past that kind of exhibition. Every state failed lamentably to show what really had been done."

Dr. Downing praised the Philippine Island school exhibit showing the fine furniture made by the pupils in the schools and sold by them.

"There is one thing that the New York State Commission did that would pay the state for all the money expended by the commission if nothing else was accomplished. That was the organization of the 225 state exhibitors into an association."

"Monday evening each week this association was addressed by representatives of the various countries, who told what products their countries needed, how they should be packed, shipped and the cost of them. I believe that this organization did more to bring business to this state than any other factor of the exposition. These men, all business representatives, except myself, were liberally educated and thoroughly interested."

The Week in Review

(Continued from page 213.)

of the year a possible weight of 3,000 pounds a trip must be carried. The cost of the present service is \$23,000 a year. The service on most of the Alaskan routes costs more. These new openings for aerial activities are likely to stimulate interest in aviation.

Bird Conundrums

1. What bird offered a low piece of ground for the concert? Meadow-lark.
2. What was used for decoration? Bunting.
3. What clock marked the opening hour? Cuckoo.
4. What gold coin was the price of admission? Eagle.
5. What tall bird acted as usher? Crane.
6. Upon what kind of a fence did the audience perch? Rail.
7. What bird sat in the royal box? Kingbird.
8. What church official of high eminence sat beside him? Cardinal.
9. What three birds sat in a group and made the form and colors of the United States flag, the white being a common domestic bird? Redbird, white pigeon, bluebird.
10. What European country was represented? Turkey.
11. What bird displayed Germany's national colors? Red-headed woodpecker.
12. What bird represented the navy? Man-of-war bird.
13. What professional man was present? Lawyer-bird.
14. What bird was most gorgeously attired? Bird of paradise.
15. What bird was the official costumer? Tailor-bird.
16. What bird's name suggested the "vaulted dome" overhead? Skylark.
17. What bird was the prima donna? Nightingale.
18. What bird with the red vest introduced the prima donna? Robin.
19. What bird denotes the word used by the reporter in describing the prima donna? Warbler.
20. What bird kept up a soft accompaniment to the music? Humming-bird.
21. What bird next appeared and imitated a baby? Crying-bird.
22. What two birds imitated domestic animals? Catbird, cowbird.
23. What bird imitated a rooster? Crow.
24. What bird disturbed the audience by imitating the singers? Mocking-bird.
25. What did the lights do during the concert? Flicker.
26. What pickpocket kept up a lively chattering to divert suspicion from him? Magpie.
27. What literary lady reported the concert? Blue-stocking.
28. What bird furnished her with a pen? Quill-bird.
29. What bird supplied her with notes and gossip? Tattler.
30. What threat of punishment was made to an unruly bird? Whip-poor-will.—Pets and Animals.

Reports and Pamphlets

Alabama State Department of Education. 1915 Report. William F. Feagin, Birmingham, state superintendent. 176 pages. "Health Day." February 25, 1916. Bulletin No. 49. 24 pages. Issued by the department.

"The Examination Handbook." Issued by the State of West Virginia Department of Free Schools, Charleston, W. Va. 29 pages.

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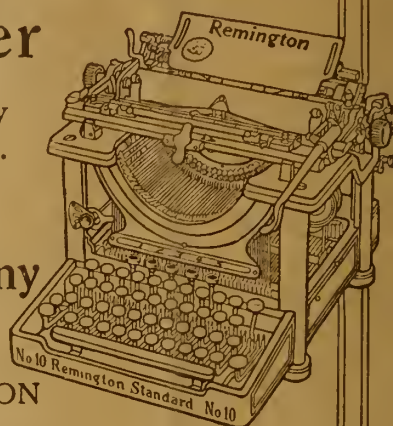
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JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

VOL. LXXXIII { Number 9
Whole No. 2069

BOSTON, MARCH 2, 1916

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THE WEEK IN REVIEW

A SURPRISING REVOLT.

The revolt of the Democrats in the House against the policy of the President in the matter of the submarine warfare upon merchantmen comes as a surprise to the country, although there have been some murmurings of it before. It takes a good deal more account of the possible danger of war than it does of the national dignity or consistency; and it is well calculated to play into the hands of Germany and Austria in carrying out their program of extending their submarine attacks upon peaceful ships. Coming just at the time when the international situation is most critical and the apprehension of new horrors at sea of the Lusitania type is present in all thoughtful minds, this movement is of a sort which entails a heavy responsibility upon its leaders and promoters.

THE PRESIDENT STANDS FIRM.

When Senator Stone, chairman of the Committee on Foreign Relations, communicated to the President the nature and extent of the Democratic revolt, the President expressed himself firmly upon the issues at stake. He intimated a hope that explanations would yet come from the central European Powers which would put a different aspect upon the submarine orders; but he declared plainly that no nation and no group of nations had the right, while war is in progress, to alter or disregard the principles which all nations have agreed upon in mitigation of the horrors and sufferings of war; and that, if the clear rights of American citizens should be abridged or denied by such action, we should have in honor no choice as to our course. To forbid our people to exercise their rights for fear we might be called upon to vindicate them would be, the President said, a deep humiliation. "We covet peace," he said, "and shall preserve it at any cost but the loss of honor." He declared that he could not consent to any abridgment of the rights of American citizens; and added that what we are contending for in this matter "is of the very essence of the things that have made America a sovereign nation." The President's letter was a vigorous rebuke to Americans, hyphenated or other, who think more of safety than of honor.

THE "CONTINENTAL ARMY."

President Wilson's "continental army" plan has been turned down by the House Committee on Military Affairs. It was this anticipated action which caused Secretary Daniels to resign from the Cabinet. The House Committee has substituted, by a unanimous vote, a scheme for the complete federalization of the national guard. The present weakness of the state militia system is that it is entirely under state control. Efficient or inefficient, well equipped or ill equipped, strong or feeble, it is precisely what the state authorities ordain that it shall be; and it is only by courtesy that it could be obtained for national use in case of an emergency. But the House Committee is confident that the constitutional power of the states with reference to the national guard ends with the appointment of officers; and that the President can be given full authority by Congress to draft mem-

bers of the national guard into the Federal service in war time.

WHAT THE SCHEME PROVIDES.

If the House scheme were to be enacted, in the form tentatively agreed upon, it would give the regular army a peace strength of 147,000, capable of being expanded to 275,000 in war time, with an annual recruitment of 75,000 reservists, obliged to return to the colors under call. The national guard would have a maximum strength of 425,000 men. State authorities are to be specifically prohibited from disbanding any organization, and the existing limitations on the use of the force outside the country are to be removed. Meanwhile, the Senate Military Committee is framing a bill of its own, which provides for a regular army of from 160,000 to 200,000 on a peace basis. It is probable that the bill finally enacted will be a compromise between the two measures. The cost of the whole military establishment this year, on the basis of the House bill, is estimated at \$174,000,000.

THE RUSSIAN VICTORY.

The Russians have followed up the capture of Erzerum with vigorous offensive movements in three directions, and are driving the demoralized Turkish forces before them. To the south, they have pressed on toward Diarbekr and the Bagdad railway, occupying the entire Lake Van district and taking possession of Bitlis, which the Turks hastily evacuated. Westward, they have pursued the fleeing eleventh Turkish army corps toward Erzingan. Northward they have followed the left wing of the Turkish army toward Trebizond, and the contending forces have been operating so near the Black Sea coast that the Russian Black Sea fleet has been able to shell the retreating Turks. Altogether, the Grand Duke's victory is one of the most important events of the war.

THINKING IN BILLIONS.

European statesmen have to do their thinking now-a-days in terms of billions of dollars. Up to January 20 the war credits voted by the German Reichstag reached the prodigious total of ten billion dollars. The appropriation just asked for by the French Minister of Finance will bring the total appropriations made by the French parliament since August, 1914, up to nearly nine billion dollars. The latest war credit just voted by the British House of Commons is for \$2,100,000,000, and brings the total of the war credits up to nearly ten and a half billion dollars. Yet this latest credit is expected to finance the war no later than the end of May. Premier Asquith was certainly within bounds when he declared that this sum is "not only beyond precedent, but actually beyond the imagination of any financier of this or any other country."

THE LATIN-AMERICAN TREATIES.

The treaty with Nicaragua has been ratified by the Senate. Happily, the more objectionable features of the instrument, as negotiated by Mr. Bryan in 1913—including those which provided for a virtual protectorate—were eliminated. Under this treaty, the United States pays \$3,000,000 for the right to construct a trans-Nicaraguan canal, and for coaling stations, and guarantees that the rights of the

neighboring republics shall not be impaired by the transaction. The Haitian treaty has not been the occasion of much controversy. It is pretty generally accepted as a necessity in view of the frequently recurring revolutions in that stormy republic. But the treaty with Colombia, which provides for the payment of \$25,000,000 for the separation of Panama, and conveys a quasi apology for that transaction, will encounter bitter opposition.

A TRAGIC TRAIN WRECK.

The train wreck on the New York & New Haven road, near Milford, Connecticut, on February 22, was of the type which was familiar enough under the former management, but the first to occur since Howard Elliott became president, in September, 1913. A local westbound passenger train, heavily loaded with holiday excursionists, crashed into a westbound express train, which was stalled on the track ahead, and the two trains, jumping from the track, were side-swiped by a passing freight train on the next track. Nine persons were killed and sixty-five hurt, some of them fatally. Tragic as this accident is, it should be remembered that there has been a great improvement, of late years, in railway management. Fewer passengers were killed last year on American railroads than in any year since 1898. The number was less than half that of 1910. The substitution of steel for wooden cars, the improved block system, and the electric control of the pneumatic brake have contributed to this improvement.

GETTING TOGETHER.

For the interest of the general public and the security of coal consumers, it is an encouraging symptom that the miners and operators in the anthracite coal fields, instead of presenting uncompromising demands on one hand and meeting them with an uncompromising refusal on the other, are showing a disposition to get together, and to reach an agreement without first fighting it out. The miners demand a twenty per cent. increase in pay, an eight-hour day, and full recognition of the Miners' Union. For the first time on record under similar conditions, a cordial feeling prevailed at the recent conference between operators and miners in New York, and a joint committee was appointed to work out, if possible, a satisfactory wage scale, and report later. Both sides, after the conference, were hopeful that all the questions at issue might be adjusted without any cessation of work in the coal fields. The present agreement expires on March 31.

Reports and Pamphlets

"Report of a Survey of the Public Schools of Leavenworth, Kansas." By the Bureau of Educational Measurements and Standards. Kansas State Normal School, Emporia, Kansas. Professor Walter S. Munroe, Emporia, director of the survey. 202 pages.

"A Comparative Study of the Salaries of Teachers and School Officers." Bulletin of the United States Bureau of Education. 130 pages.

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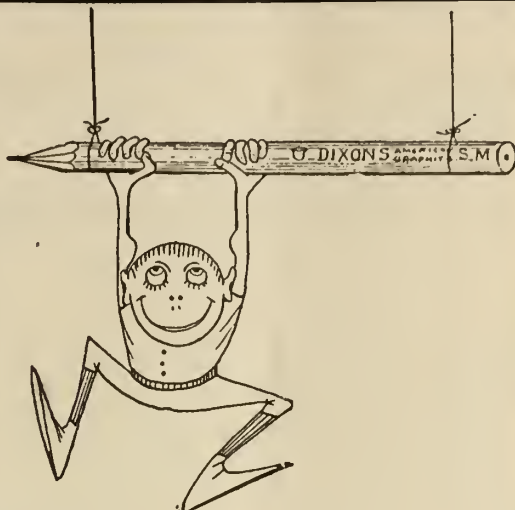
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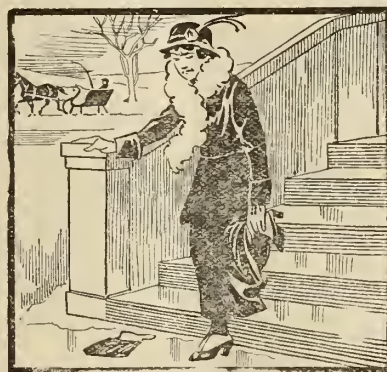
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JOURNAL OF EDUCATION.

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A. E. WINSHIP, Editor

THE EDUCATIONAL VALUES OF MUSIC*

BY PROFESSOR WALDO S. PRATT

Hartford Theological Seminary

That which we bravely call "education" is a big and nondescript affair. Besides being distracted and dissected by having to adjust itself to all sorts of special demands, it is highly complex in its own nature. It includes the acquisition of information, experience and skill, which comes largely by impartation to the pupil from outside; and it also includes the development of faculties, sympathies and principles, which are mostly evolved within him. In defining "education," then, we find ourselves forced to make room for every variety of process and influence by which pupils are made distinctly larger, better and more efficient as human beings than they are. Hence by "educational methods" we mean particular ways in which such results can be secured. And by "educational values" we mean those qualities or relations in a particular subject or discipline that make it serviceable in doing for those who are being educated what their educators believe to be worth while.

It is fairly easy to draw up an abstract formula of education as it happens to lie before our minds, and then to deduce from it rules of procedure and programs of studies. But there are many unknown and intractable factors that upset our pedagogical algebra. Whether a perfectly reasonable theory or an eminently sound plan will hold good in a specific case depends on conditions that cannot be predicted—most conspicuous among which are the actual pupil and the actual teacher involved. What is wisdom in one case may be folly in another.

The adjustment of music to formal systems of education has proved to be somewhat obscure and difficult because of the fact that music as an art and science has not entirely "found itself" or been fully "discovered" by educators. Its educational relations are not well settled or generally admitted. There are wide differences of opinion about its value, and glaring diversities in its actual handling.

Part of the trouble lies in the complexity of what we call "music," which is a term that can hardly be well defined without writing a book. "Music" includes many concrete objects, like tones and their combinations, compositions, styles, instruments and other implements, etc.,—all of which may be looked upon as objective things and so as material for a true science, like biology or chemistry. "Music" also in-

cludes many personal efforts, like singing, playing an instrument, composing a piece or conducting a choir, efforts which may involve original production or only the reproduction of what others have originated—all of which may be looked upon as subjective processes like those of speech and eloquence, functions cognate with those of language, as an aspect, therefore, of the great enterprise of human intercourse. And, beyond these attributes, "music" includes many abstruse mental experiences in perception, appreciation and interpretation, constituting the psychology of one of the most intricate of the fine arts, one of the sublime modes of human expression, one of the bonds of sympathy in the edifice of true culture.

We get further measures for the magnitude of the interest covered by the word "music" when we note that to become a "musician," in any strong sense, requires a discipline of many years, so that success is not attainable without great intensity of effort and no small natural gift: when we note, again, that music has built up an extensive literature of its own, not only myriads of musical "works," but hundreds of books about music; and when we note, finally, the multifarious social applications of music, especially in concerts, the opera, church services and the like, which are increasing everywhere at an impressive rate.

In the face of all these considerations it is manifestly not easy to say in three words just what is meant by "music."

It is clear that in these varied musical fields all sorts of study are possible, and any of them may be called "studying music." Some of these lines of study rank among the most intricate that can be undertaken. To be an "authority" upon musical theory or history is as honorable a position in scholarship as any that we can name. Whole careers are carved out in these topics as in the sciences or in literature. In short, "music" is not now what it was a century ago—a figure of unknown respectability knocking at the door of the world of art and letters. Its dignity and its value are now beyond all question. Hence it is now abundantly possible for the most highly educated man to choose the pursuit of "music" as the object of lifelong intellectual endeavor, just as he may choose one of the three or four traditional professions or any branch of natural or social science.

What has this rather elaborate statement regarding "music" as a division of advanced learn-

* An address before the Music Section of the Connecticut State Teachers' Association, October 22, 1915.

ing or as the life-work for a scholar to do with our problem in the schools of Connecticut? It seems to me that it has everything to do with just this problem. Here, as in many another subject, the only way for us to prepare ourselves for elementary teaching, which is the most delicate and difficult of all forms of teaching, is to saturate ourselves with broad conceptions and to magnetize our minds with the large ideals that control in the subject as a whole, and at its best. My purpose here is simply to reason about "music" and its "educational values" as I would about any other subject that needs emphasis in our common thought as teachers.

Probably the first point to be developed is that music in some form is one of the instinctive activities of man. Here it ranks with speech and literature. In self-expression—which is another name for self-realization—we instinctively use the voice and the motions of the body or the face more than any other means. From the voice we get tones and inflections, from motions we get the elements of accent and rhythm. Just these—tones, inflections, accent and rhythm—are the primary materials of song. And, therefore, singing is quite as inevitable for the normal child as speaking, perhaps more inevitable. That many children do not prove to be prolific singers, especially as they grow up, does not invalidate this statement, since, when we stop to think, we realize that in some countries and in some grades of society there is in force almost a system of repression and discouragement, whereby instinctive aptitudes, instead of being magnified and fostered, are checked by artificial conditions. In some particulars what we call "civilization" is a modification or distortion of normal human impulses in accordance with certain dictates of custom or fashion that happen for the time to be in vogue. Because now in America it is not customary to provide little children and adolescents with free opportunity to exercise their instinct for song does not prove that the instinct is not there. Every successive wave of immigration in the last thirty years has called attention to the fact that our estimate of children in this matter has been false and our policy toward them has been almost cruel.

The claim that singing should go along with other subjects of primary and secondary education should not be based on any lower ground than this. Of course, singing is a healthy thing to do, but the stimulus of the organs of breath and circulation can be got in other ways. Of course, it affords pleasant recreation, but so does shooting marbles or playing tag. Of course, because it is done in company, it conduces to habits of regulated co-operation and the growth of the mass-consciousness, but so does military drill or calisthenics. None of these lines of argument touches the root of the case for singing as a part of education in all the earlier grades. Let

us take our stand firmly on the instinctive nature of song, and then not be afraid of the consequences.

If song be instinctive, the instinct ought to be respected, cultivated, enriched, made intellectually and morally effective. This is exactly what we aim to do with the parallel instinct for speech and the instinct for the use of the hands. Song seems to be at a disadvantage in comparison with these in that it does not so readily or generally have to do with the occupations of later life. But, on the other hand, it has the advantage that it stands in closer relation than either of them with certain sides of the personality, especially with the whole emotional nature. Hence song tends to supply what the others lack, and so helps to round out the circle of fundamental activities.

The prime educational value of singing is that it gives a natural outlet for the pupil's own nature, and on a side of peculiar importance and intensity. Through song he may give expression to himself, and by this expression that self may be made strong. It is an experience which is especially open to rapid enlargement and enrichment, even in early years, before the logical faculties have begun to catch up with the affections and the restlessness of sheer vitality, long before the frame of the character and will has become ossified. Hence it is that children may be permanently affected in the contents of their minds and the trend of their spirits by softening and uplifting influences exerted upon them in early years through this mystic experience of uttering themselves in melody. The uplifting influence is not so much the useful or pious sentiment contained in such words as may be used, but the purifying and beautifying effect of putting their spontaneous feelings into vivacious and charming forms of utterance, and of doing this in conscious unison and companionship with other children. There are times when children seem to be possessed of nothing but the spirit of evil, and so to be quite incapable of such activity as this. But we all know that such cases are not typical. The normal child is not only healthy, but happy; not only innocent, but charming; not only dependent, but archly self-declarative. Often his best nature exhibits itself in what we call "play"—a form of action that we now know is one of the substantial modes of education. In the same way, the practice of singing may be made to serve as a real outlet for vitality and individuality, but with the added virtues of being combined with intelligent words and of being organized into tone-patterns that are models of compact grace and suggestion.

The experience of singing is beyond all question the best introduction and guide to the whole practical art of music. On the technical side it prepares the singer to appreciate form and structure in the right way, since our modern art of composition has grown more from actual vocal experiments than from the handling of instruments. And on the psychical

side it has the great advantage of making music a personal function of an intimate sort—not something got out of an impersonal tool or instrument, but produced by one's own organs. Furthermore, if rationally directed, it tends to magnify the truly expressive side of the art, the side which binds it close to the inner life, since song usually has a topic and a text in which definite human feelings are embodied. It is a pity that so many persons derive their only notions about the nature of musical art from instrumental effects, often from those in which they themselves have no part. This leads them to invert values and to miss many precious experiences. So far as music is made a part of formal education, it should be with the vocal side uppermost and fully developed. In elementary grades this is especially imperative, but the necessity does not disappear as more advanced steps are taken.

That I have chosen thus to lay my whole stress on the value of self-expression through song does not imply any lack of interest in many other values that may be combined with this. Elementary singing ought to be helped and made efficient by drill in sight-reading, in pure and resonant vocalization, in the clear and even beautiful delivery of words, in many niceties of shading, attack, etc. All these have immense disciplinary value, but all of them are means rather than ends. The great value is that the pupil shall learn by doing to be emotionally and artistically all that he can, and to be set firmly on the path to becoming something more and better.

When we move up to the next stages of formal education, those culminating in the high school, we encounter a new order of pupil, one with more appetite for genuine knowledge, more aptitude for system and logic, and more consciousness of the richest cravings of life. From this point onward with music, as with some other subjects, the possible educational values should be sifted a little, so as to meet particular drifts in the pupil, rather than applied to all pupils indiscriminately.

To some students music will now appeal largely as an example of science, a system of artistic action built up on principles or laws. I remember that in my own case the study of harmony began in conjunction with high school studies (though not taken in the high school). Then and later I was somewhat intently engaged upon scientific topics of wide variety, gaining facility and knowledge in botany, astronomy and chemistry. But I incline to think that the training I got in observation, in constructive logic, in systematic arrangement, from harmony was quite as permanently fruitful as that from any of these other studies. Scientific processes of thought are really a good deal alike, although the several sciences differ vastly in their objects, in their associations, and in their relations to common life. The structural side of music offers ample stimulus for intellectual and logical processes, if only the

pupil can be made to see it, which has a universal value of great educational importance.

To some students music will now appeal through their finding that musical works belong to a number of "forms" or types, having features in common, but with interesting differences. To examine these, compare them, exercise wit in discriminating among them, this, again, is a process fitted to call out the budding power of criticism and appraisement in the pupil, a process in which judgment plays a large part. Using the judgment involves really knowing a good many examples, which, if well chosen, become somewhat permanent possessions of the memory. Storing up musical memories of this sort is exactly parallel to the acquisition of memories in literature or history. They are valuable in themselves, and regarding them critically stimulates the growth of faculties that later can be applied to a multitude of other subjects as well. Musical analysis and comparison have an obvious educational value.

Still again, to some students at the high school age music will appeal because in it human personality is embodied and conveyed. Every musical work of real importance emanates from the inner spirit of a composer, and every reproduction of it that is worthy displays in the same way the spiritual quality of a performer. What it is and what it has to say, therefore, is not impersonal, like the impression of a crystal or a star, but a vital human communication or message. Handel the sturdy, Haydn the naive and homely, Beethoven the heroic and seerlike, Mendelssohn the refined, Chopin the passionate, Wagner the gorgeous, Brahms the studious, and a host of others, will now begin to be admired as vivid tone-poets, fully as distinct and beloved as any of the literary poets. And the individual player or singer will begin to be idolized as an inspired interpreter, perhaps in some cases more vivid than the composer himself. We apply the name "hero-worship" to this general phase or stage in the pupil's growth. Whatever we call it, it surely is an aptitude and appetite that we educators must reckon with, and which has obvious educative potencies. Just as imaginative contact with the great personalities of history, of science, of business and of fiction at this stage has real educational value, so similar contacts with the masters of some leading fine art, like music, are equally valuable.

It will be noted that the values that have been named as belonging to this stage of development are somewhat different from those belonging to the childish stage. Then they were closely interwoven with direct personal activity, and tended strongly to accent self-realization. Adolescent pupils are more objective, more interested in things and people for their own sake, more conscious of what not only lies outside of themselves, but is different. They are beginning to find themselves in a vast and multiform world, of which they

are only a part, and to which they begin to try to adjust and adapt themselves. But the youthful craving for personal action does not by any means cease. It only changes by adding on desires for analysis and criticism, for the exercise of the logical faculties, and for other related exertions, to the earlier search after physical occupation. And these objective interests, as we all know, have profound subjective reactions, largely unconscious, to be sure, but fertile of moral and spiritual consequences. Much of the scope and the quality of the whole mature life is often determined by the circle of objective interests that are aroused and focused during these formative years. The business of the educator is to exalt such interests as have weighty and enduring significance in the substantial formation of the mind and the character.

I am here purposely throwing my whole emphasis upon the correspondence of materials in the science and history of music with the necessities of the developing pupil-mind as estimated by psychological test and analysis. I do this the more earnestly and deliberately because popular thought has by no means been fully awakened to the latent values of music-study as thoughtful musicians know them. Music-study in the high school has a right to stand side by side with half a dozen other studies, such as political history, English literature or any one of the standard sciences.

While laying this emphasis as strongly as I have it is only right to make reference to some further things that belong in this neighborhood. Beginning with the high school age, and running on into the years that follow it, there are certain needs in the student's development that we have not yet touched upon. He is growing increasingly conscious of the social aspects of life and of his relation to them. As his circle of friends increases, as he is drawn into connection with organizations and institutions, as he is confronted by the problem of choosing a vocation, in short, as he begins to be a member of society and to feel its total mass and momentum, new factors and new terms begin to creep into all his equations.

The vocational values of music-study are in themselves obvious. But there is considerable reluctance to admit that they are worth allowing for in drafting the course of study in schools and colleges. This reluctance is partly due to lack of information, but it is perhaps also due to other reasons. I suspect that two elements in the problem are not always distinguished. It seems to me that ideally there can be no question that the vocation of teaching or directing music in some way is amply worth consideration in the curriculum of schools and colleges, since this vocation has many sides, can be made honorable, effective and remunerative, and hence affords scope for a lifelong career. But it is another matter whether this ideal vocation in most of our American towns and cities is as yet as well

provided with standards and status, as it might and ought to be. Accordingly, it is a serious question whether large numbers of students should be encouraged to choose music for a profession. I wonder whether this doubt does not lie at the root of some of the reluctance in some quarters to give educational recognition to music.

The difficulty is not with music, but with the attitude of the public toward the art. Much of the current use of music is simply despicable. The influence of the vaudeville theatres, of the great body of mechanical music, of the interminable "dances," of the restaurants and hotels where what is called "music" is served up with meals like cocktails and ketchup—all this influence, which is tremendous and increasing, is exerted so as to debase the art and to corrupt the popular estimate of it. If choosing music for a vocation means going into this sort of thing, I do not want any young friend of mine to be a musician. If training in music issues in only this, then surely our educational system can be better employed.

Educational recognition will come only as it is made clear that, just as there are physicians and quacks, lawyers and shysters, sound financiers and cheats, so there are musicians and musicians. I often wish that some of our educational magnates would come in contact with the men and women I know, those whom I meet, for example, at the meetings of our National Association. From such personal contacts only one conclusion is possible. The vocation of the really earnest and intelligent musician is second to none in dignity, responsibility and public usefulness. For this sort of musicianship it is just as reasonable for our schools to provide elementary opportunity as for banking, commerce, manufacturing or engineering. And it is a noteworthy fact that the number of serious young men and women who are being attracted toward becoming musicians of the right sort is increasing. The lure in these cases is not pecuniary, but the opportunity for mental occupation or the call to social service. Hence the vocational value of music-study is by no means as negligible as some superintendents and presidents affect to believe.

One of the social applications of music that is coming more and more into notice is what is called by the general name of "Community Music." This term covers any and all of those efforts that make the practice, enjoyment and profit of music a distinct element in the common life of large popular groups, music being used both as a magnet to draw people together into stated assemblies and as a lever to raise them to a finer level of culture. Very remarkable enterprises of this sort are in operation in different places—in many of the big cities and also in all sorts of rural neighborhoods. The University of Wisconsin has an able instructor

INVESTING IN FUTURES

BY J. H. FRANCIS

Superintendent of Los Angeles

The promise of a nation is her children. The glory or disgrace of a nation is the way in which she cares for or fails to provide for their development.

The most permanent and effective advertising of a nation is done through the organization and maintenance of the best possible schools. No other investment equals in returns over expenditures that made in the public schools of the country.

The building of good roads, harbors and cities, the development of mines, farms, forests and factories, the building of great railroads and steamship lines, the organization of mighty commercial concerns are all important to the community, but their greatest significance lies in the contribution they are to make to the coming generation, rather than to the present one.

As a nation we are great in what we are to be rather than what we are. Our present attainments are important only as they indicate what we are to be and to do in the future.

Every live people are living not in the past nor even in the present, but in the future. It is what we are hoping, expectant and working for that makes us great.

The future rests with the boys and the girls of the nation. It will be what they are to be. What they are to be depends very largely upon what society is offering them through the public schools.

If this city is to attain the population that we expect and believe of her it will be largely because our public schools are turning out a race of men and women who can attain and achieve and who will to do so—clear-sighted, stout-hearted, clean-lived men and women, honest of purpose and courageous in their convictions.

As every generation inherits most of its good things from the preceding generation, so must it in turn make its contribution to succeeding ones.

Society must fail to discharge her duty to her boys and girls unless she gives every one an equal chance for the fullest development of his best natural powers. There can be no stinting in this.

Every human soul has a right to it and every generation that denies this right pays a heavy penalty in a weak, inefficient manhood and womanhood. Nor must we be content with offering this opportunity to a limited number and to those who would probably enter certain vocations in life.

The ambition must be to give to every boy and girl a chance at self-discovery, self-expression, self-direction and self-sustenance. The base of society is more important than its apex, and the problem of the schools is to reach the

masses. If these are intelligent, independent, efficient and honest, society is safe.

The public schools, therefore, must offer such a variety of activities and interests and provide with such care for the constructive conservation of every phase of child life that there will be practically no loss—that every child will be saved to himself and to civilization.

This is a mighty task, but can be achieved if the problem of education may be freed from all personal, political, financial, social and other inimical forces and be allowed to stand upon its own merits as are the great business projects of the world.

Education is society's greatest business and she must approach it with the same scientific care that business men enter into great commercial projects. She must substitute experts for the politicians, and the experts must be given freedom in the working out of the problem, and when inefficient they must be discharged.

When the experts are efficient, however, they must be let alone to do their work.

There is but one universal problem—there never has been but one—and that is the problem of making the biggest, best, strongest, truest men and women possible out of the boys and girls of the nations.

Los Angeles has been well advertised through the excellence of her public schools, but she cannot afford to rest on her laurels. The growth and development of these schools must go on.

The schools must enter more universally and more seriously into all the phases of child life, especially the occupation of the child's leisure time in a way beneficial to the building of character.

If the initial cost of this great development is heavy, the ultimate returns must be proportionately great. I believe the great majority of Los Angeles citizens are not only willing, but anxious to make this investment in Los Angeles boys and girls.

An investment in education is first of all, therefore, an investment in human character, but it is also an investment in civic progress, community efficiency, personal well-being and general prosperity.

The taxpayer who has children in the schools is very apt to be satisfied with the schools if his children meet with reasonable success in their work.

If he has no children in the schools he may feel that he is paying for something he doesn't get, and being a business man, he objects to such an unbusinesslike condition and casts about for a remedy.

It is a mistake, however, to think that any

investment made in the education of our boys and girls is a poor one, even if the investor is inclined to look at it in the selfish light of personal gain or loss.

Education is enlightenment. With enlightenment comes the development of our resources and the upbuilding of our communities and commerce. With all of these comes progress. Progress leads to efficiency and prosperity.

The schools are the foundation—without them the other forces would be greatly crippled or would cease to exist.

Los Angeles has grown rapidly within recent years—so rapidly that she is just beginning to catch up industrially with her sister

cities of the nation. Los Angeles has a great future, as we know, and as her factories increase in size and number and as her commerce assumes more world-wide proportions she is going to need in greater measure than ever before, schools that will interest and hold her future citizens.

She must have schools to train the engineer, the business man, the office man, the advertising man, the merchant, the professional man, the artist, the musician, the agriculturist—she must be prepared to instruct in all the vocations and do it well, because the Los Angeles of tomorrow is going to be not only bigger but better, stronger and more wonderful than the Los Angeles of today.—Los Angeles Herald.

THE INDIVIDUAL PUPIL

BY EVERETT V. PERKINS

Woodstock, Vermont

The highest type of teacher is neither the teacher of the school nor the teacher of the lesson, but the teacher of the child. To the child teacher the school is nothing in itself; it is simply an instrument, made necessary by circumstances for the education of the boy and girl. To the child teacher the lesson material is simply an agency by which the child's powers may be unfolded and his character made strong. To the child teacher the pupils are not merely boys and girls of District No. 3, or Grade V, but Harry and Helen, and John and Jane. And Harry comes from the hill and has to do many chores at home and walk two miles to school; and Helen lives right near the school grounds, is an only child, has many nice clothes, and goes to the movies three times a week. And John knows all about horses and dogs and every other kind of available animal and wants some day to join a circus; and Jane's father is a deacon and she is very religious, knows the Sermon on the Mount by heart and wants some day to be a missionary in the foreign field.

A teacher must give attention to the school as an organization, a teacher must be prepared in her subjects and know the best methods of presenting them, but the thing that should lie nearest the heart of the teacher is the welfare of the individual child.

To touch a child's life a teacher must know him. I mean know his past history and his future prospects, his condition of body and his temperament, his virtues and his weaknesses, his convictions and his ideals. Such acquaintance will grow only when the right kind of teacher works with the same pupils for long periods of time. A teacher ought to be kept with the same grade for several years. I believe that the teacher who has this year's first grade should be promoted to the second grade when the pupils are promoted, that she should go along with them until about the fifth or sixth grade, when she may safely

leave them to others and go back to begin again with another beginners' class. We lament the fact that our rural schools change teachers so often, but our grades change pupils and the effect is just as disastrous. Some will bring up objections and say that many teachers are especially adapted for a particular grade's work and that they should be kept at the work for which they are best fitted. It is true that many teachers prefer pupils of some particular grade, but the reason doubtless is that they have become accustomed to the work of that grade. We might accustom them to something else. In my opinion a teacher who can teach but one grade is apt to be in a rut, and is overestimating the subject and forgetting the object. She is becoming a mere lesson teacher and not a teacher of the child.

But no matter how long teachers have the same pupils they can never know them thoroughly through mere schoolroom acquaintance. The teachers must know the homes from which the pupils come. If I were making out questions for a teacher's examination I should ask those who had had experience to answer a few questions like these: What are the names of the pupils who attended your last school? What are the parents' names? Give the occupation of each father. How many children in the families represented? Indicate whether each family is thrifty, literary, religious. The successful teacher must know things like these. If a teacher becomes identified with the life of the community, as every teacher should, there are scores of ways by which she can come into touch with the child's home and understand something of those potent influences of heredity and environment that so largely determine the nature of the child's life.

But to really know a child the teacher must join him in his play. In whole hearted play, children, and adults too for that matter, throw off their reserve and show what they really

are. Where can a teacher learn so well as on the playground whether a child is honest and plucky and courteous and self-controlled? The teacher who cannot join her pupils, when she has time and opportunity, in tag and tennis, in skating and skiing, and in long walks and friendly talks without losing their respect is a weak teacher and probably really unworthy of the respect which she covets. Let us find opportunity to join our pupils in their sports, for if we do and are whole hearted and really get into the game, our presence will be welcomed, our own youth will be perpetuated, and the boys and girls of our tutelage will be seen as they really are.

Teaching is a process of relating new ideas to old experiences, a dovetailing process as Professor James said, and only when a teacher really knows a child can she relate the new ideas of the schoolroom to the old experiences of the child's life.

When the teacher comes to know the child she is in a position to deal with him as an individual. She should deal with him as such in her instruction. Oh, you say, this is a very good doctrine for a country school where there are twelve pupils and eight grades and often only one pupil in a class. But how can I with my one grade of thirty pupils take much thought of the individual? I know that you teachers in the village schools with large classes are handicapped in this respect. The disadvantage of the modern graded school is that the individual tends to be unrecognized and individuality tends to be suppressed. We take the bright ones and the dull ones, the practical boy and the dreamy girl, the clean and the unclean, and put them all into the same class and teach them all the same lesson in the same way. By this process we tend to make them all the same. We develop an average pupil. We promote mediocrity. This may be well for the pupil naturally below the average, but how about the one who is naturally far above? The pupil of fair general ability

gets along, but how about the occasional child endowed by nature with rare special gifts? As has been well said, "the public schools are places where pebbles are polished, but diamonds are dimmed." And yet we cannot give up our graded system. It has much to commend it and is a settled policy of our public schools.

The question is, how can we teach large groups of pupils and still recognize the individuals? I believe that this can be done. First, the most capable pupils should be given extra work to do. For instance, the teacher in arithmetic may assign a lesson something like this: "Tomorrow we take these ten examples, illustrating the principles discovered today. You all will be able to do the second, third, fifth, sixth and ninth. Do these first. Some of you will have time for all the others; just do your best." And when the class meets next day and the pupils bring their papers in, the boy who did five examples and did the best he could deserves more credit than the boy who solved but eight problems when he might have solved ten. And not only in arithmetic, but in other subjects as well, the amount of work given pupils should depend on their several abilities.

The interest of the pupils should be consulted in the kind of work given them. For instance, take the common subject in English,—letter writing. According to their individual interests pupils can write to schools for catalogs, to Washington for bulletins, to publicity bureaus for all kinds of information. And when they come to letters of friendship they should write real letters and mail them to absent friends. How shall we mark pupils for work like this? Largely on honest effort.

In that part of a teacher's work which we call discipline it is infinitely important that she deal with the individual. A kind of management that will rule one child will ruin another, while it is the teacher's duty neither to rule nor to ruin, but to inculcate habits of self control.

A NORMAL SCHOOL CREED

I believe that the civilization of today is to become an ever grander civilization. I believe that our government is to be a great agency in the development of this civilization. I believe that this evolution can be brought about only by an intelligent people. I believe that an intelligent people can be secured only by the education of the child. I believe, therefore, that the education of the child is the "chief business of the republic."

I believe that the school is the greatest agency in education; that the teacher is the greatest factor in the school; that the training of the teacher is the greatest work to be done in the educational field; that the normal school is the greatest agency for the training of teachers; that the normal school faculties should realize the responsibility and the sacredness of their work and that they should assume their responsibility only with a vow in their hearts to meet it, and with a prayer on their lips that strength may be given them to fulfill their vow.—G. A. Axline, President Albion, Idaho, State Normal,

IF YOU WERE TO BE SURVEYED?

BY STATE SUPERINTENDENT C. P. CARY

Madison, Wisconsin

[Circular Letter to City Superintendents.]

Suppose you knew that next winter your city would be "surveyed," what would you do now that you are not doing? Will you kindly answer for yourself in the quiet of your office, or in such a place as you find most conducive to serious meditation, the following questions:—

1. Will the teaching force pass muster, or must I get rid of some at the end of this year and search diligently for better teachers? Is the instruction formal or vital?

2. How about my course of study? Do all the teachers know what is expected of them and of their pupils? Is the course of study well worked out? Is it up-to-date? Was it made with paste and scissors or was it worked out in an intelligent, co-operative way with special reference to our needs?

3. Is the school "atmosphere," or spirit, good? Are the pupils well behaved and responsive? Are they earnest, studious, happy? Is the attendance regular? Do they take pride in their school? Do they frown on disorder?

4. Do the people take an intelligent, co-operative interest in the schools? Do they support you in your efforts to eliminate poor teaching and poor teachers? Do they lend their support in adding desirable new things, such as domestic science, manual training, kindergarten?

5. Ask yourself the same questions as above with respect to your school board. Does the board give you hearty support in the hour of your trial with unruly pupils, or unruly parents, or disloyal teachers? Is the board willing to add to the salary of good teachers from time to time? A prime test is this, will the board stand by you in getting rid of "local talent" that is a detriment to the schools? Is your board cautious about taking "local talent"? Does the board give you clerical help so you can do the work for which you are paid?

6. As a body are the teachers progressive? Do they read good educational literature pertaining to their work? Do some of them go to summer sessions in normals and universities? Do they attend teachers' associations? Do they respond as they should in your own meetings of city teachers? Do they show a willingness to try new things, or are they distressingly conservative and self-satisfied? Are you looking after the children (fourteen to sixteen at least) who have quit school?

7. Are the schoolrooms well lighted (one-fifth as much glass as floor space)? Do the pupils get enough fresh air? Are the seats adjusted to the size of the children? Is the heating satisfactory in all rooms? Humidity of the air? Are your textbooks up-to-date? Are the teachers supplied with all necessary equipment (good blackboards, crayon, maps, supplementary readers, library books, etc.) for

carrying on the work of the school economically and well? Have you thought of the danger from fire? What would the teachers and the pupils do in case of a sudden alarm? Do you know? Have you fire extinguishers that can be relied upon placed where they are most likely to be needed?

8. What about the safeguarding of the health of your pupils? Do you have medical inspection? Do you have a school nurse? Do you send home the pupils that seem to be a menace to the health of the others?

9. Are the toilets satisfactory, (1) in number; (2) in cleanliness; (3) in accessibility; (4) in lighting; (5) in freedom from obscenity both spoken and written; (6) in lack of odor?

10. Are the playgrounds satisfactory and are they properly used? Do the teachers give adequate attention to the play problem? Is your work in gymnastics satisfactory? Is the active outdoor life encouraged? Is practical hygiene so emphasized as to bring results in the habits of pupils?

11. Are you trying to make the work of the sixth, seventh and eighth grades of a sort to appeal to your pupils as worth while, or are you going along with blind adherence to some old-fashioned routine procedure and allowing pupils to drop out when they are so wearied and bored they cannot stand it any longer?

12. And now do you mind a little searching self-examination? Am I doing my full duty and shouldering all the responsibility my position requires of me? Am I really a leader among the teachers? Am I a leader in the community when it comes to matters of an educational nature? Am I using all the forces that might be enlisted in the services of the schools and in child-welfare? Am I really "on the job"?

Here we are at the end of this list. What would an impartial survey of your city schools bring forth at this time? Would you be proud of it?

If you can answer conscientiously and intelligently seventy-five per cent. or more of the above questions in a manner that satisfies you, you have reason to be encouraged. You are sure to find, however, in such an analysis some things you are not sure about and you will want to investigate, and other things you will know offhand ought to be bettered. Suppose we play the game of getting ready for the kind of a survey we think would be a real test of our schools, and do it now. Suppose you take up some of these matters with your teachers in meetings, and take up other matters with your board, after having made a report to them of the conditions you find after you have completed the little survey suggested above. It is about time at any rate to be looking forward to next year's budget and the changes you will recommend.

HOME WORK FOR STUDENTS

[A letter which Frederick Leighton, principal of the Oswego, N. Y., High School, addressed to the parents and published in "The Paladium" of that city on February 7.]

During the past year or two many parents have expressed themselves as being greatly surprised when I have said that the average high school student needed to study from two to three hours a day at home.

The amount of work to be completed in each subject in the high school is determined by state and not by local authorities. Consequently, about all the local teachers can do, so far as the amount of work to be assigned is concerned, is to divide the whole into about as many lessons as there are school days in the term and attempt to get the students to prepare it.

To complete a high school course in four years, it is necessary for a student to recite eighteen times a week, exclusive of laboratory periods. The average student recites about twenty times a week, or an average of four times a day. The school time of each day is divided into seven periods of about forty minutes each. If a student recites four periods a day, he has about three forty-minute periods a day, or about two hours, left for study in school. The average high school lesson requires from an hour to an hour and a half for its preparation. Assuming, then, that a student has four lessons to prepare each day and that each averages one and one-fourth hours, it would require five hours a day to prepare them. If the student has but two hours a day when he can study in school, he must study three hours a day outside of school or he must neglect his work and take the consequence, which is usually failure. This, of course, refers to the average student. Some can prepare four lessons in less than five hours. Others require more than five hours for the preparation of four lessons.

Of the hundreds of cases of poor work which have been referred to me, fully ninety-five per cent. of them have been due to the lack of home study. In nearly every case both the student and the parent have acknowledged that there was little or no regular study at home. Many of the students have acknowledged being out from two to seven nights a week without even pretending to do any studying at home. In some cases the students have acknowledged that they have spent an hour or so over their books at home but haven't studied. If parents whose children are not studying regularly at home from two to three hours a day will take the trouble to inquire at the school, almost without an exception they will find that their children are failing in one or more subjects and that they cannot complete the high school course in four years. High school students, like adults, are quite ready to explain their failures by laying the blame on someone else and calling the attention of their parents to the fact that "nearly everybody failed." A wise

parent can hardly afford to accept such explanations without inquiring at the school for the school's side of it. (One boy explained his failure to his father by telling him that everybody in class, except one girl, failed, and that that girl was a "sissy, who studied all the time." Investigation revealed the fact that twenty-one out of twenty-four passed above seventy per cent. and that this boy was the only one in the class who stood below fifty per cent.)

In September, 1910, one hundred and thirty-one new students entered the high school. Of these only twenty-six kept up their work, remained four years and graduated in 1914. In September, 1913, one hundred and forty-nine new students entered the high school. Of these only eighty-nine are now in school and only thirty-nine have kept up their work. No doubt some of them left school because the school failed to offer such instruction as they needed. Others left because of financial conditions. However, the strange fact remains that scarcely any left who kept up their work while they were in school. Is it not reasonable to suppose that if these students who left had begun at once, on entering the high school, to study regularly and persistently at home and had stayed at home evenings, that they might have kept up their work and remained in school and graduated? Many students enter the high school whose parents seem to pay no attention to their failures until they have gotten so far behind that there is little hope of their ever making up their work. The time for parents to take an interest in the home study of their children in high school is the day they enter high school and not a month or a year after they have been failing.

Home is a pretty good place for a high school boy or girl between six o'clock p. m. and seven o'clock a. m., especially on Monday, Tuesday, Wednesday and Thursday, when school is in session. If more of our boys and girls were in their homes at these times and had regular hours for study, we would have fewer failures in school, larger graduating classes, fewer parents with heartaches over the wrongdoings of their children, and a better community in which to live.

The work in the high school is very different from that in the grades. The fact that a child has gone through the grades and has had standings of ninety per cent. or over without studying at home is no evidence that he can do high school work without home study, nor is it evidence that he can do good high school work by studying at home. A grade child studies arithmetic from five to eight years. A high school student is expected

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THE WAYS OF WOMAN*

Ida M. Tarbell has made a place for her pen that is as definite as any place in the literary world of today. She always has something to say and knows how to say it effectively and attractively. One reason for her success is that she always writes about subjects upon which some class in the community is at a white heat of enthusiasm. This is peculiarly true as regards "The Ways of Woman," which she treats both sanely and entertainingly.

The following selection from "Culture Chasers" is a sample of this book and of the brilliancy and sanity of all of Miss Tarbell's essays:—

"The present theory is that culture results from seeing, hearing, sampling everything new in ideas, in movements, in music, in the drama and literature. All over the country the exponents of this theory chase culture from morning until night. It is they who can be depended upon to fill a theatre at ten or eleven in the morning to listen to a lecture on Peace or the Cancer Cure, Suffrage or Tagore, Radium or the Panama Canal. It is they who are the instant ally of any cause which is new and it is they who will stay by as long as the campaign is exciting—or until something more exciting looms in sight.

"Many things which thrive for a time would die of inattention without them. A horde of lecturers, entertainers and promoters support themselves through the power of these groups to exercise unlimited and heterogeneous interest, to keep up speed and temperature through a succession of entirely unrelated ideas and activities. Without their theory of culture to sustain them, they could never endure the aches and pains and the awful, dull spots which are inevitable in a program thrown together as theirs is. They believe, too, that in supporting this theory of culture they are serving the community. If they go to bed many a night

half hysterical with fatigue and wholly muddled in brain they still have a sense of duty well done to sustain them. That for which they apologize is not following their crazy program but for cutting out a lecture—a benefit—a committee. That is a failure to do your whole duty.

"How sound is this theory of culture? Test it by certain mental and spiritual results which we have a right to expect from genuine cultivation, and where do we come out? What kind of a lecture audience, for instance, do they make? This is the occupation to which they probably give most serious attention. Do they experience fresh, acute re-actions? Do they discriminate? A lecturer has a right to ask that from a cultivated mind. Try a subject on them in which you as a speaker are truly interested and of which you know something; you will get the most unfailing attention and no sense of rebound. The attention is fixed to the point of staring, but the mind simply is not there; is at least not at work. One can almost see it trying to unhook itself from the committee which preceded the lecture or running ahead to get a peek at what the next hour offers.

"Try the same talk on a group of working women and you will get living attention. They follow with eagerness and appreciation. To them it is a relaxation—a change of ideas. They take what you have to offer gratefully and for what it is worth—no more or less. There is no duty about it. They are not following a profession in listening to you. They are doing what they are pleased to do for the most natural of reasons—the desire for a taste of something different.

"The power quickly to know a real thing, to recognize the 'ring' of truth, the 'feel' of quality, is the result of cultivation and a sound test of it; and here is a point at which the group generally fails. They expect others to do their judging for them. They get themselves and others into funny muddles, frequently by their indiscriminate enthusiasms and curiosities. Plausible and attractive pretenders and swindlers of the intellectual world find an easy prey in this group. Hardly a winter goes by that they are not 'taken in' by some clever imitator. A momentary confusion and the episode is forgotten. While the sober-minded are still bewailing their gullibility, they are out of sight and the shock out of mind. A new excitement has claimed them.

"A lack of fidelity to causes and interests which they have taken up characterizes the advocates of this school of culture. A mind which really lays hold of a subject is not easily detached from it. It wants to finish it and there is irritation on being called off from it too soon. It is like an unpaid debt—a half-furnished room. The mind goes back to finish up when it can—but there is no such need awakened in the members of this group. They are neither ashamed of temporary interests nor

* "The Ways of Woman." By Ida M. Tarbell. New York: The Macmillan Company. Cloth. 135 pp. Price, \$1.00.

even conscious of them. They have no conceptions that culture demands anything so plodding and unexciting as a permanent interest. A permanent interest means refusing many things in order to carry through a selected one. That is not culture according to their theory.

"Apply another test—the power to report intelligently and clearly the thing taken up. A mind truly cultivated never feels that the intellectual process is complete until it can reproduce in some medium the thing which it has absorbed. That is, cultivated mind must give out—else its inner springs sour of inaction; and it must give out a sound thing, something as good as it got—at least the bones of the thing must be whole."

A HARVARD ANNIVERSARY

Harvard Teachers' Association was organized in 1891, and on March 11 the twenty-fifth anniversary of that event will be celebrated in Jacob Sleeper Hall, Boston University, at 2.30 with addresses by Dr. William C. Bagley, University of Illinois; Charles A. Prosser, Dunwoody Institute, Minneapolis, and Philander P. Claxton, United States Commissioner of Education.

This meeting is open to all interested in education.

At 6.30 at Brunswick Hotel, Boston, there will be an anniversary dinner, and since the Harvard Teachers' Association was organized by Professor Paul Hanus, who came to Harvard's Department of Education twenty-five years ago, the occasion will have a double significance, the anniversary of the organization of the Harvard Teachers' Association and the honoring of its founder upon the twenty-fifth anniversary of his work at Harvard.

This honor will be the joint function of the Harvard Teachers' Association, the Division of Education of Harvard, the American Association for the Advancement of Science, the American Institute of Instruction and other societies, associations and clubs of Massachusetts.

The invitation to this dinner is general, but notice of intention to be present should be sent at once to Professor Henry W. Holmes, Harvard University, Cambridge.

School people owe it to themselves as well as to Dr. Hanus to join in this honor to a man who has been active in education in Massachusetts in many of its phases for a quarter of a century.

BALTIMORE

Maryland's new state normal school plant is one of the best in the United States. A few miles out of the city upon one of the noblest of Maryland estates, with abundant acreage, at a cost of about \$600,000 has been erected with most effective architectural effect, with latest appointments and equipment, a group of buildings unsurpassed by any state.

Never have we known a case in which the

civic, professional and other public spirited leaders have had greater pride in magnifying education than in Maryland. It was a distinct pleasure to be present at the dedication of the new plant, especially since it was an occasion for honoring the great service of Hon. M. A. Newell, who was for many years one of the national educational leaders as well as the most eminent public school man of Maryland.

Another feature of surpassing interest was the enthusiastic appreciation at every possible opportunity of Miss Sarah E. Richmond, the principal. Until her selection the state superintendent had been principal of the school, but in all those years through the administration of Dr. Newell and his successors, Miss Richmond was the efficient understudy, always highly efficient, always a noble leader of the young people, always intensely admired and greatly beloved. Miss Richmond was a graduate of the first class in the school, and since graduation, or soon thereafter, has been a teacher in the institution.

Only one other state normal school—that at Santa Barbara, California—has a woman as principal. This great plant is primarily a monument to Miss Richmond. As president of the Alumni Association she began educating the men of influence in the state to an appreciation of the need of such buildings, and beyond any other case of which we know the alumni secured the appropriation which made this possible.

Baltimore city schools have their own teacher training school which has always been efficient, but never has this efficiency been quite as much in evidence as now. The spirit which has made the state school enlargement possible has been reflected in the intensive professional spirit and work of these young people.

In all the public school leadership of Maryland, which is more far reaching than can be here specified, one educational leadership which has made several counties leaders of the counties of their class in all America, a leadership that has made one county the absolute leader in all America in its requirement of continued preparation for better teaching while in service, State Superintendent M. Bates Stephens stands out in bold relief. Of course, he is the first man to be relieved of personal responsibility for administration and teaching, even in the state normal school, and he has improved his opportunity with abundant devotion to detail, adequate professional vision, and unflinching courage.

Superintendent Charles S. Koch with his assistants, supported by some public spirited members of the Board of Education, is grappling with skill and vigor the educational problems which the times present.

But best of all in Baltimore and Maryland is the awakening of Johns Hopkins University to its opportunity and responsibility for educational leadership. As a leader in scholarship Johns Hopkins has always been eminent. For its years no other American uni-

versity has contributed more to scholarship than has this famous school, and many years ago under the brief residence of G. Stanley Hall it became recognized for its educational suggestions, but not until the coming of Dr. E. M. Buchner, did Johns Hopkins begin to occupy a place in the national councils of educators or present those opportunities for the educational equipment of men and women for the latest, best and highest educational service. The opening of a summer session for teachers in 1915 was an advance whose significance can not be overestimated.

SUNDAY'S \$32,000

The press reports that Mr. Sunday's collection for his personal benefit on the closing day of his eight-weeks evangelistic campaign was \$31,981.

One hears much criticism of Mr. Sunday because his income from preaching the Gospel is so large, presumably about \$150,000 a year.

Whatever the grounds for criticism of Mr. Sunday's work this is not one of them. He sets no price upon his services for preaching the Gospel. Whatever he receives comes as a free-will offering. Were the receipts but \$200 he could not complain. If they were \$200,000 no one else has any cause for complaint.

But doesn't it commercialize preaching? Where is there a "regular" pastor who would not find some excuse to preach in Pittsburgh on a salary of \$15,000 if he was called from Erie, where his salary was \$5,000?

Judged by any standards of efficiency in "saving souls" Mr. Sunday earns his money if any preacher does.

NEW TEACHERS' RECREATION ASSOCIATION

The "Royal Gorge National Teachers' Recreation Association," Canon City, Colorado, organized and managed by the "Colorado Teachers' Benevolent Club," presents highly attractive features. Mrs. Lulu W. Granger of Pueblo is president. We give her statement from a personal letter:—

"The Colorado Teachers' Benevolent Club conceived the idea of building out here in the dear old Rockies, a home for teachers—which shall have a two-fold mission. First—To furnish at a very low cost a summer resort for teachers, who, having to take their vacation at a time when the tourist season is at its height, usually find it rather expensive in this state. Second—We hope to build and maintain a home for sick and old teachers, which will be entirely free to those who are needy.

"We have secured forty acres of land at the entrance to the Royal Gorge at Canon City, where we mean to provide either hotel, cottage or camping ground for those teachers who come to spend their summers there. Here also the home is to be situated. We shall raise fowls, rabbits and bees. Have stock and gardens down on the farm lands, while those who desire, live in the mountains, just above this land.

"Teachers who desire will be permitted to help out with this farm life, thereby assisting with their expenses.

"We have incorporated a company under the laws of this state and are selling stock at one dollar per share in blocks of five shares to those who desire to come to Colorado for their vacations and have the privileges of living at these reduced rates.

"We are also asking every teacher in United States to donate one dollar each toward an endowment fund for this home for old, sick and needy teachers."

We believe every feature of the plan is feasible, and that the managers are both trustworthy and capable.

ANTI-PENSION TRAGEDY

B. F. Kennedy was the first county superintendent of Johnson County, Indiana. He was a pioneer in the county. His wife was of one of the leading pioneer families, and Hensley township was named for her father. Mr. Kennedy was an efficient teacher in the county for fifty years. Both Mr. and Mrs. Kennedy are still living in their pioneer home. They need and deserve a pension if any public servants ever did, but there is no public pension for them and the Foundation pensions do not apply to them. It is one of the tragedies of the educational world.

The announcement which has been going the rounds of the press that Madame Montessori was to be at the Stevens Point, Wisconsin, Normal School for the last half of this school year is incorrect, as the engagement has been cancelled, and she is in Spain working under the direction of the Government.

Raising the compulsory school age to sixteen always forces into the schools a vast number who left school because they would not take the regular school work. It is for them primarily that prevocational education is intended.

Superintendent C. C. Bingaman, Goldfield, Iowa, is authority for the statement that there are 280 cities in forty-one states that have the Junior high school in some form.

Nevada forbids the employment of any instructor in any educational institution who is not a citizen of the United States.

Rural schools are beginning to have flush closets in school basements for boys on the one side and girls on the other.

The California Federation of Women's Clubs has assumed responsibility for absolutely freeing the state of illiteracy.

Superintendent J. H. Francis of Los Angeles will be elected to the superintendency at Columbus, Ohio.

The anti-fraternity war has hit Los Angeles schools and has hit them hard.

Study-work-play school is what William Wirt styles the Gary system.

PEDAGOGICAL PRINCIPLES IN TEACHING PENMANSHIP

BY HARRY HOUSTON

Supervisor of Penmanship, New Haven, Conn.

The history of the ways and means of teaching penmanship would be a recital of a number of different methods one following the other at intervals of only a few years. Each method at the height of its popularity was thought to be the solution of all difficulties pertaining to the teaching of this subject. After the unusual interest and attention that accompanies the introduction of anything new subsided another sure cure for penmanship ills came forth to conquer.

There are a number of reasons for this unstableness. There has been little done until recently by educational experts to place this subject upon a sound pedagogical basis. Up to the time of the introduction of vertical writing practically nothing had been done. Another reason for the unstableness is that a child's mind is so plastic and responds so readily to stimuli and enthusiasm that practically any method, pedagogical or unpedagogical, can be made apparently to succeed. This is true not only of penmanship but of other subjects. Add to this the exaggeration of the merits of any given method or system by those particularly interested and we have some of the reasons for the many radical changes in our educational processes.

Of course, no changes would mean no progress. Experimenting is necessary and desirable, but without some general principles to control and govern the planning and teaching of this subject, the radical changes and upheavals are likely to continue. We have too many unreliable experimental stations.

Planning and carrying out a successful course in writing is not a simple process. Some of the things to consider are the various stages of physical and mental development of the pupils in the different grades; the small amount of time that legitimately can be given to this subject; the large amount of written work required in most of the grades.

The first general principle to follow is to make the plan fit the child. Many mistakes have been made, by planning from the adult point of view and then endeavoring to make the child fit the plan. The doctrine of interest should play an important part in the plans for teaching any subject. If we ignore this doctrine of interest it is a simple matter to formulate a plan proceeding from the logically simple to the logically complex. This was the original plan for most of the subjects. When manual training was introduced the plan was to have boards sawed straight, planed smooth, holes bored properly and finally to make something. In drawing, the process was from simple lines to complex drawing. In reading, sentences followed the study of letters and

words. The doctrine of interest long ago modified the plans for teaching these subjects. In writing, the original plan was to proceed from the parts of the letters, to letters, to words and to sentences. At the time vertical writing was introduced the practice on right and left curves and single letters was largely replaced by the more interesting work on words and sentences. This is one of the reforms that should not be lost sight of when changes are taking place.

Child study and genetic psychology long ago banished most of the fine, accurate nerve trying work from the primary grades. Larger print was introduced, coarse materials for drawing and sewing and kindergarten work replaced the finer materials. This is another reform that was applied to writing about the time of the introduction of the vertical system, and should not be lightly cast aside. Large, free writing on unruled blackboard or paper took the place of small accurate writing encompassed by many lines and spaces. If we consider the child as he is, physically and mentally, when he enters school we will begin with this large writing, using coarse crayons or pencils. Progress toward finer and more delicate mediums for writing and finer and more accurate writing should be made gradually as pupils advance in age and muscular control.

Another point in which we should make the plan fit the child is in regard to rapidity. The plan of having young children attempt to write as rapidly as adults is analogous to the plan of racing colts tried a number of years ago. The colts were shod, put into harness and raced. Some astonishingly good records were made, but it was found that it resulted in arrested development and was a waste of time and energy. The experiment has been discontinued in the training of four-legged animals.

The fact that all these methods that have been condemned can and have been made to succeed where a sufficient amount of time, effort and enthusiasm are utilized is not lost sight of, but in the light of what is known of the physical and mental development of young children is it not unpedagogical to expect the same size, accurateness and rapidity of children six, seven and eight years of age as of adults? It is just as logical for pupils to pass through a period of childhood in learning to write as it is in drawing, talking, walking and other accomplishments.

The small amount of time that can be given to penmanship practice and the large amount of written work required should be considered in planning for this subject. A poor plan can be made to succeed if sufficient time is given to it. Teaching writing in most of the grades

is like building a new railroad bridge over a stream where traffic has to be kept going.

In regard to giving instruction, the strong imitative faculties of young children should be utilized. They should be shown how to write instead of being told how or by simply having models placed before them to copy. The teacher should write and re-write the copy upon the blackboard a number of times, standing so that pupils can observe the process.

The aim in learning to write is to secure legibility and a reasonable degree of rapidity. This makes it necessary to carry on two lines of instruction. One has to do chiefly with the manner of writing. The other has for its object the immediate improvement of all written work. A proper balance between these two kinds of instruction should be maintained. This is particularly true in the grades where the regular written work exceeds the amount of penmanship practice.

The instruction in the manner of writing consists largely in drills that will promote good position, penholding and movement. These do not have a direct bearing on the written work referred to, and as this written work must go on incessantly instruction should be provided that will have an immediate and not a remote effect on this writing.

There may be three divisions of the instruction given. 1. Exercises and instruction that will initiate good position, pen holding and movement. 2. Exercises that will tend to control the movement and adapt it to actual writing. 3. The practice of actual writing such as pupils have to use in their daily exercises. The division of the time for these kinds of instruction is indicated by the following diagram:—

1. -----
2. -----
3. ---

This is for the beginning of the year or when initiating instruction in arm movement writing. During the year or as progress is being made the time devoted to these kinds of work should change as shown by the diagram below:—

1. —
2. —
3. —

The exercises are a means to an end and should not be practiced more than necessary.

Business college methods need modifying and adapting to conditions in the grades. The business college plan assumes that pupils are to write nothing except the penmanship practice. The lessons are planned to cover a long period on exercises. This plan will not succeed in the grades unless the written work is discontinued or an abnormal amount of time is given to the subject.

If it is generally understood that the complicated co-ordinated movements necessary in writing are best developed by beginning with large, free writing, working gradually toward the finer adjustments and more accurate con-

trol; if it is conceded that young children learn more readily through imitation than through looking at or analyzing copies; if the proper way to secure both accuracy and rapidity is by repetition, proceeding gradually so as to insure reasonable accurateness until rapid automatic action is attained; if it is understood that irrational and unpedagogical plans can be made to succeed temporarily; if, in a word, all that has already been accomplished in making penmanship plans fit the child is adhered to, much time and energy will be saved and the dangers of mistakes and upheavals lessened.—Address at American Institute of Instruction.

HOME WORK FOR STUDENTS

[Continued from page 237.]

to master as much in quantity of algebra, all of which is new, in from thirty-six to thirty-eight weeks. If the high school student is to do high school work successfully, it is absolutely necessary that he change his manner of living and devote more time to study. Since there are not hours enough in the school day to do all of the studying necessary, the high school student must study at home and study every day regularly and persistently or he must fail. There is no other way for the average student. Parents may be reasonably certain that if their children are not studying regularly from two to three hours a day at home, at least five days a week, that they are not keeping up all of their school work and that sooner or later the parents will find it out.

CHARITIES AND CORRECTIONS

The volume of the addresses and discussions of the forty-second annual session of the National Council of Charities and Corrections contains a wealth of information and suggestion. Anyone interested in settlement work and the improvement of almost every form of community life cannot afford to be without this volume. It deals with the family and the community, social hygiene, social legislation and a host of other subjects. Able papers by experts in the endeavor to renew the human world are included. One should read it to recognize its full value. 315 Plymouth Court, Chicago, Illinois.

The United States Bureau of Education has just issued Bulletin 1915, No. 35, on "Mathematics in the Lower and Middle Commercial and Industrial Schools of Various Countries Represented in the International Commission on the Teaching of Mathematics." This bulletin has been prepared by Dr. E. H. Taylor, with the editorial co-operation of the members of the Commission in the United States. It is a bulletin of ninety-six pages, and will be furnished to teachers of mathematics upon application to the United States Bureau of Education at Washington.

THE EDUCATIONAL VALUES OF MUSIC

[Continued from page 232.]

who devotes much or all of his time to organizing and directing rural musical centres. New York, Philadelphia and Chicago are simply examples of the many large cities that carry on musical work every season on an extensive scale with a view to the uplift of their citizens. In Connecticut one of the most talented musicians has for years done nothing else but act as leader for the unique enterprise known as the Litchfield County Musical Association, which is essentially an instance of Community Music, though it has some other aspects as well.

Public school systems owe it to themselves and to the public to be leaders and promoters in this entire movement. One may wonder whether the real motive in the movement is not enough by itself to justify most of the musical courses that are offered in the best schools and colleges. For that motive is emphatically educational. It belongs by nature in connection with schools and colleges, certainly as "extension" work. The fact that the movement is just now so much in evidence implies that the formal machinery of so-called "education" has proved defective at this rather vital point, so that an independent apparatus has had to be devised to do for the people what schools and colleges ought to have done long ago. As the movement goes on it is safe to expect that it will generate a novel demand for trained leaders and helpers, so that a new side to music as a vocation will reveal itself.

There is no doubt about the growing call for musicians who stand for something higher than the mediæval notion of wheedling a few coins out of people by ingenious "juggling" for their vapid amusement. Music as a historic fine art has shown itself capable of decided mental and moral influence. So today, when this influence is being appreciated as never before, the demand is greater than the supply for those who, with sound training behind them, can interpret these higher sides of musical art and bring them effectively to bear upon the public mind. The best known example of what I mean is probably the specialty of church music. But really more important and powerful than this is the specialty of public school music. This latter has had to fight for all it has won. It has been sneered at and abused from every side. It has had to be disciplined by some of its own mistakes, no doubt. But it has steadily pushed ahead until it is becoming, the country over, one of the most significant branches of rational public education.

Every strong development of vocational opportunities in music brings with it some demonstration of its educational values. Education is essentially a preparation for life. And if life, personal or social, proves to have decided leanings toward any particular branch or type of activity, then education faces the obligation of supplying some proper introduction to it and basis for it.

What is worth any large body of our choicest young men and women choosing for a life-work is certainly worth serious notice at the hands of those who frame schemes of popular education. Popular education cannot afford to be provincial or behind the times.

Comparatively few musicians can be said to be ready to handle their own art with broad sympathy or with pedagogical freedom. In music-teaching traditions from the past are extremely tenacious, and by many teachers the art is still taught simply as a trade.

Observing the antics of many who claim to be music teachers, school managers say that they do not want the public schools assimilated to some merely fashionable boarding-schools, while college faculties say that solid discipline ought not to be diluted by an infusion of "polite accomplishments" or any other sort of "artistic frippery." Observing the scornful attitude of educators, music teachers sheer off from associating with intellectual activity outside of their own specialty and augment by their offishness the isolation that is their greatest mental danger. Obviously, the situation just now is not altogether conducive for ideal notions or aspirations.

On the side of method—I know how far we are from having worked out satisfactory programs or secured just the right apparatus. Music as a branch of popular education is not yet well organized or equipped. There are numerous individual leaders who are proceeding with great intelligence and energy. But these are isolated and scattered. Until there are more of them and until their work has acquired a more massive impressiveness the effect upon outsiders will continue to be disappointing. These imperfections and unsatisfactory conditions result simply from the fact that popular musical education is still in its youthful stage.

Using this word "youthful" reminds us that while it is the custom of youth to be imperfect, it is also the property of youth to form and cherish ideals. The one object of this paper is to exalt some of the truly noble ideals that are plainly proper in this field, though not always duly considered.

You can't hang a ten-thousand dollar education on a fifty-cent boy. Though it would be a crime if a dollar boy or a million-dollar boy should have only a fifty-cent education put on him.—*David Starr Jordan.*

PRIMARY SPELLING—(II.)

BY CLARENCE H. CARBACK

Philadelphia

THIRD GRADE.

above	everything	mountain	result
absence		move	return
absent	floor		rough
ache	follow	negro	serve
afterward	forest	neighbor	settle
agree	form	nickel	several
air	freeze	nobody	silver
among	friend	noise	soap
angry	front	note	soil
animal			soldier
answer	gather	often	somebody
anyone	gold	onion	sometime
appoint	grandfather	orange	song
	grandmother	orchard	sorrow
birthday		ourselves	sound
boil	handkerchief	own	sudden
breakfast	honest		sweat
	hunger	parent	
cabin	hungry	parlor	
cattle		pasture	
cellar	ill	person	tent
chain	invite	picture	terrible
church	iron	piece	themselves
coffee		plain	toe
cousin	lead	point	toward
	lemon	porch	twin
daughter	less	potato	
deep	limb	pour	village
desire	lion	present	visit
dirt	lumber	print	
doctor			wear
	mark	quarrel	whistle
earn	matter		woman
either	meal	reach	walk
else	measure	real	young

FOURTH GRADE.

accept	course	impossible	rather
accident		improve	realize
account	danger	information	receipt
advantage	decide	interest	receive
adventure	decorate		remember
alarm	depot	journey	reply
already	difference		request
amount	different	kindness	ribbon
anxious	direct		rifle
appreciate	disappear	library	
arrive	disappoint	lightning	satisfy
asylum	doubt		sauce
attempt		machine	secure
attend	effort	mention	several
attention	electric	merry	special
automobile	enough	model	stumble
awfully	especially		success
	examination	necessary	suggest
bandage	except	notice	suit
believe	excite		supply
bullet	excuse	oblige	surprise
bury	expect	office	
business	experience		telephone
	express	particular	thorough
candle	extra	piano	through
capture		pleasure	trouble
certain	factory	police	
certainly	final	possible	umbrella
chimney		postscript	unable
choose	general	private	university
clerk		probably	usual
comb	health	professor	
company	hospital	promise	view
concern	humble	pumpkin	
condition		purse	waste
continue	idea		waist
couple	imagine	question	

Having selected the material for the primary grades, how can this material be presented most effectively? In spite of the studies of Cornman and Rice as to the futility of the spelling grind, it has been demonstrated conclusively that there is a difference of results depending in large part upon the method of presentation. Shall we use column spelling or spelling in context? Col-

umn spelling is formal and unnatural—spelling in context may be just as formal to the child. The only real informal context lies in pupils' free expression. There is a loss in transfer of about three per cent., but the column form is the more economical way to produce the desired result. Probably the use in part of both methods best answers the question. How many words shall there be in a lesson and what proportion shall be new words? This has not been determined—Cleveland uses two new words a day and finds the results excellent. This will be affected by local conditions, but probably a maximum of twelve words in a lesson for the fourth grade with a maximum of fifty per cent. new words will best meet the approval of experienced teachers. How shall the words be grouped? A study by Wagner proves that a grouping on an etymological basis is well worth while, while a study of homonyms by Pearson proves that those homonyms that naturally occur together should be presented together. In presentation, Eisenberg has proved that repetition after an interval is more effective in memorizing than continuous repetition, and several studies seem to indicate that, after words are known, a three-day interval in review is just as effective as a one-day interval.

After consideration of these studies in handling spelling material, the following suggestions were compiled and given to the teachers with the minimum lists of words for their respective grades:—

SPELLING SUGGESTIONS.

1. Lists are minimum lists; words are on a dictionary basis.
2. Assignment:—
 - Number—Not more than twelve: not more than fifty per cent. new.
 - Arrangement—Etymological or phonic grouping.
 - Method—Teacher write word on board by syllables.
 - Teacher note special difficulty or feature.
 - Individual pupils spell the word by syllables, pronouncing the word before and after spelling.
 - Class spell inaudibly with the pupil.
 - Teacher erases the word.
 - Finish the list in this way.
 - Teacher write word on the board as a whole.
 - Individual pupils spell the word by syllables, pronouncing as before.
 - Class spell inaudibly with the pupil.
 - Pupils write the word in their books.
 - Finish the list in this way.
 - Teacher erases words.
 - Teacher selects any word in the list.
 - Pupils point to it in their books.
 - Individual pupil spells it, class spelling with him.
 - Finish the list.
 - As time permits, use the words in sentences.

3. Recitation:—

Written principally.

Have all the words in column on one side.

Have new words in sentences on the other side.

Oral spelling occasionally.

Contests—spelling bees—team matches rarely.

4. Marking and Correction:—

Each lesson to be marked; a word entirely rewritten correctly to be counted right.

Correct form to be given child. Have him rewrite the word correctly and show where his mistake lay.

Tests in third and fourth grades each month to confirm teacher's judgment as to report mark.

5. Spelling in Other Tests:—

On all tests, a separate judgment mark (Excellent, Good, Fair, Poor, Very Poor) for spelling to be in red.

PROFESSIONAL WOMEN

BY JANE A. STEWART

The advancement of women to responsible parts in educational systems is authoritatively revealed by the Federal Bureau of Education's directory for 1915-1916, which discloses the gratifying fact that of the 12,000 conspicuous educational positions, largely of an administrative character, 2,500 are now held by women.

From this, it is evident that "the new profession of school administration" is being gradually realized as an accomplished fact and is being placed on the firm footing of merit.

Education is everywhere recognized as the greatest work of the state. Leadership in its affairs has continually been sought by politicians. But such leadership in its special expert demands naturally devolves upon educators of the highest type of professional ability to meet the requirements of progressive school administration and supervision.

In the early days, schools were supposed to run themselves. Later, school directors were called in to service whose chief labors were attending to the school financial affairs and occasionally serving as the missing link between home and school. The directors gradually enlarged their service to include the study of students, of teachers, of courses of study, of other school systems, and of like stimulating subjects, which now, however, is commonly delegated to the school superintendents, and with reduction in the size of school boards, appointment or election at large, instead of by wards, and the employment of business experts, has happily come the extension of professional control on the educational side of school administration.

The 2,500 prominent educational positions held by women educators (as stated in the new Bureau of Education directory) include besides several state superintendencies, twenty-four (of 622 listed) college and university presidencies, 508 county superintendencies, 1,075 library directorships, fourteen directorships of industrial schools, forty-eight of art schools, ten of state and sixteen of private schools for the deaf, and twenty of private institutions for the feeble-minded,—a very good, though a small, beginning.

If it were asked what officers in the school organizations are as a class in the position to exert the greatest power for good to the schools at large, the palm would probably be given to the county school superintendent. The im-

portance of this work is now generally conceded, and it is significant that of the nearly 3,000 county superintendents in the United States, 508 are women, Kentucky alone having twenty-six women county school superintendents, and Montana having women only in this position. In Wyoming, too, the work of women is chiefly utilized in this difficult office. In Oregon (also an equal suffrage state) the county superintendent has large powers, the law providing that in each county containing more than sixty school districts the county superintendent shall appoint a county educational board to divide the county into districts (of from twenty to fifty schools) with district supervisors under the direction of the county superintendent.

The growing importance of library work is impressive. All the public libraries of the country are doing increasing work with the schools. The school buildings are made library deposit stations and branch libraries, the scholars going regularly to the library on assigned work and particular attention being given to the needs of teachers. The trained librarian is an educator. And women, it is apropos to note, have almost a monopoly of library positions. Out of 1,300 public and society libraries given in the Bureau of Education directory, women supervise eighty-two and one-half per cent. It is also of interest to note that librarians are especially active in co-operating with home and school associations. Many (like the Boston and Washington libraries) have lists of books particularly useful to school work or to children of school age. In Portland, Oregon, alone, 300,000 books (or nearly one-third of the total circulation for home use) were borrowed from the school deposits last year, and instruction in the use of the library and talks on books were given to 31,435 pupils in 968 classes, partly in the school, partly in the library.

As the administrator is, so will the schools be. The advance of women into educational administration prominence is natural and right. It is purely a recognition of merit. The spirit of the true woman educator is truly democratic, her nature sympathetic, her insight proverbial, her sense of justice strong and practical, and great is her power of leadership and to induce co-operation.

BOOK TABLE

HOW THE FRENCH BOY LEARNS TO WRITE.
By R. W. Brown, A. M. (Wabash College). Cambridge: Harvard University Press. Cloth. 260 pp. Price, \$1.25.

In the comparatively short time that has elapsed since its establishment the Harvard University Press has built up an imposing list of publications in many different fields of knowledge. Several series have already attained rather widespread recognition, notably the Comparative Literature studies, the "Harvard Health Talks," and the series on educational topics, of which the present volume forms a part.

Mr. Brown is professor of rhetoric and composition in Wabash College. His study of the teaching of the mother tongue in French schools was carried on primarily with a view to ascertaining in what respects the methods of French schools were superior to our system of instruction in English, and what features of the French system might be adopted to the advantage of American teaching.

The treatment takes up in succession "The Courses of Study in the Mother Tongue" (with programs), "Composition" (preliminaries: vocabulary, dictation, material for themes, criticism of themes, writing and speaking in other subjects), "Grammar, Reading and Literature," "Teaching of Foreign Languages" (Classics, Modern Languages), "The French Boy's Teacher," and "Organized Language Tradition." The chapter on the French teacher is highly important. It discusses the preparation of primary and secondary teachers, their position politically, socially, professionally, salaries, pensions, professional characteristics, etc.

The last chapter points out the adjustments necessary before we can build up an organized language tradition in America, such as elimination of the gaps between grammar school and high school and between high school and college, more effective exercises in written English, thorough instruction in systematic grammar, study of the English classics, a less artificial relation between composition and literature, cultivation of the pupils' memory, and finally, better preparation for teachers of English. There can be no question but that Professor Brown's work has been fruitful, since it has led to the publication of such a stimulating, really constructive, not-too-academic book. "How the French Boy Learns to Write" should be read by every teacher of English who has an adequate conception of the great importance of his work.

INSTRUCTION IN THE USE OF BOOKS AND LIBRARIES. A textbook for normal schools and colleges. By Lucy E. Fay and Anne T. Eaton (University of Tennessee). Boston: The Boston Book Company. Cloth. Illustrated. 449 pp.

This attractive book is No. 12 of the "Useful Reference Series," and completely justifies the adjective in the series title. Intended primarily for use as a textbook in courses in Library Methods for teachers, it is absorbingly interesting as a handbook of information for

the lover of books as well. There are three main divisions of the work: Part 1, "On the Use of Books"; Part 2, "Selection of Books and Children's Literature," and Part 3, "The Administration of School Libraries." There are about ten chapters in each part, each followed by a set of exercises illustrating the material under study. The history of books and book-making, the mechanics of the printed book, the history of libraries, their administration (buying, cataloging, recording, etc.), school libraries, bibliographies, reference-lists, magazine indexes and some really remarkable chapters on reading for children, are included. The amount of concrete illustrative material is really surprising, considering the convenient size of the work; prices, editions, bindings, publishers of the various books treated are listed in detail. The book is beautifully printed on finished paper, and is a delight to handle. It is a noteworthy introduction to the art of the library.

WRITING FOR VAUDEVILLE. By Brett Page. Springfield, Mass.: The Home Correspondence School. 640 pp. Price, \$2.00, net.

It has only taken some thirty years for vaudeville to grow to its present great estate, and in that time the standard, too, has risen until the best players appear in it and brilliant writers are trying their hands at the sketch and playlet, some with success. And now in the Writers' Library comes a treatise, a thick, bulky volume that will make the vaudeville actor's heart swell with pride in his profession and the novice decide to perpetrate a sketch. After reading the book he may think differently, for the author raises no false hopes and gives fair warning of the difficulties of the art. This book covers the whole range of vaudeville material from the lowly popular song to the high class playlet. It being a textbook each form is presented in a concise definition, followed by an analysis and summary, the student being constantly referred to the appendix wherein are nine examples of vaudeville acts in full text, each considered a model of its kind. The author shows great knowledge of his subject, and the chapters on the playlet and the writing of it will be found of great value. Herein the writer whose work has seemed to lack "punch," as they say, may learn many illuminating things that will lead him to success. Altogether, a valuable addition to the literature of the stage.

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EDUCATIONAL NEWS

NEW ENGLAND STATES.

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MARCH.

- 4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.
- 10-11: Eleventh Conference of the Schools of Vermont with the State University, Burlington. J. F. Messenger, University of Vermont, Burlington, director.
- 10-11: New Jersey Council of Education, Newark.
- 13-18: California Teachers' Association (Central Section). Superintendent E. W. Lindsay, secretary.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 24-25: North Central Association of Colleges and Secondary Schools, La Salle Hotel, Chicago.

APRIL.

- 6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.
- 6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.
- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von Klein Smid, president; Daniel F. Jantsen, secretary.
- 16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.
- 19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.
- 20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.
- 21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.
- MAY.
- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.
- NOVEMBER.
- 16-18: Missouri State Teachers' Association. St. Louis. E. M. Carter, Columbia, Mo., secretary.

MASSACHUSETTS.

BOSTON. The Massachusetts Superintendents' Association will meet in Jacob Sleeper Hall, Boston University, Saturday, March 11, in conjunction with the Harvard Teachers' Association. The first session will open at 9.30 a. m.; at noon there will be a luncheon at the Hotel Brunswick; and after the afternoon session there will be a large complimentary dinner to Professor Hanus of Harvard at the Brunswick. It will be a "big day" for Massachusetts educators, and the speakers chosen indicate a strong program.

NEEDHAM. Dr. A. H. Keyes, superintendent of schools here for four years, resigned last week, and will join the executive staff of the William Carter mills here April 1. Dr. Keyes came here from Nashua, N. H., and received the largest salary ever paid a superintendent here, and a large salary for a town of this size, \$2,500. Under his administration there was unusual progress in school work, bringing the town in close touch with the schools.

MAINE.

FARMINGTON. State Superintendent Payson Smith held a conference of normal school principals at the Farmington school February 15, 16. All the principals were in attendance. Discussion was made of matters pertaining to normal school administration, enlargement of normal school influence, normal school courses of study and other matters of mutual interest to the different schools.

Attendance at normal schools in Maine is larger this year than ever before.

AUBURN. Superintendent H. H. Randall has issued a circular giving in detail the re-organization of the high school work of that city under the junior high school plan. We believe this will be the second city in the state to adopt the plan. Old Town, under Superintendent W. D. Fuller, being the first.

MIDDLE ATLANTIC STATES.

NEW YORK.

UTICA. Following the survey of Buffalo schools by the State Department of Education, Superintendent Sprague of this city suggests that the State Department conduct a similar survey in Utica.

SOUTHERN STATES.

NORTH CAROLINA.

ASHEVILLE. The twelfth annual conference on child labor, which has just closed at Asheville, aroused so much local interest that for its last session the National Child Labor Committee hired the largest hall in the city to accommodate the crowds. "It was an example of the unity of mind and purpose of the American people," said Owen R. Lovejoy, general secretary of the committee, in commenting on the conference. "North Carolina has long been regarded as the enemy of child labor legislation, but when we came down here to hold our meetings right in



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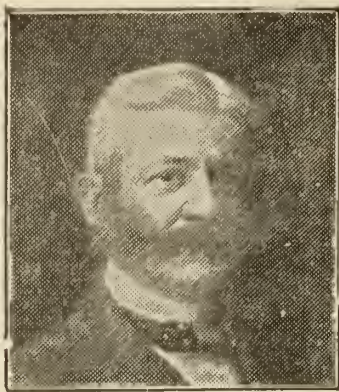
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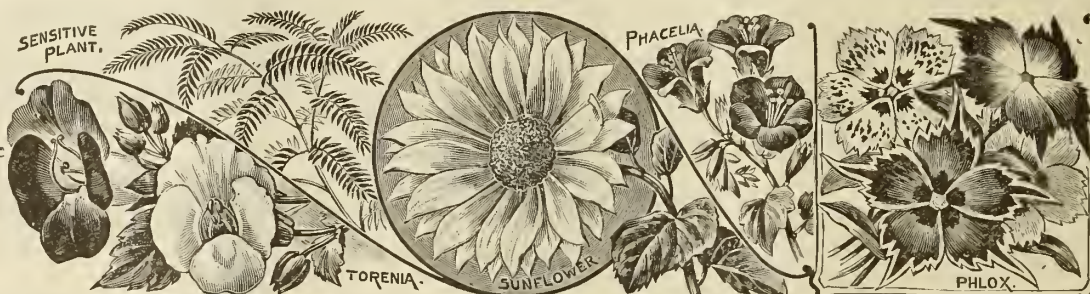
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MASSACHUSETTS

the midst of what is regarded as the darkest section of North Carolina, the mountain district, we met such enthusiasm and support as we have seldom found in the North or the West." The fact that the South is actually in favor of child labor reform was further brought out by Dr. A. J. McKelway of the National Child Labor Committee, who showed that in the vote for the Keating-Owen bill recently in the House, eight Southern states were solidly for the bill, four had a majority for

the bill and only two, the Carolinas, voted solidly against it. In this connection an interesting controversy arose between Congressman Britt of North Carolina, who appeared before the meeting to defend his action in voting against the bill, and Congressman Keating of Colorado, who answered Mr. Britt's objections to the bill. Repeatedly during the meetings speakers from the South showed that they did not believe in the employment of child labor, and that the opposition to child labor

legislation in the South comes largely from special interests. "It is time this state stopped being bossed by the cotton men," said J. F. Barrett of the Asheville Typographical Union, at a meeting largely attended by the unions of the city. Rev. Dr. R. F. Campbell, also of Asheville, said at the last session of the conference: "The fact that our representative voted against the Keating bill, when you and I wanted him to vote for it, is not entirely his fault. You and I did not make use



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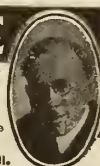
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of our opportunities. We did not tell him what we wanted. But let us tell our senators before it is too late." This speech and another by Dr. Winston of Asheville showed, according to reports sent out by the National Child Labor Committee, that the local sentiment is strong for progressive legislation of all kinds, and resents any pretense that the employment of small children in North Carolina mills is necessary for the support of North Carolina families.

Among the speakers at the conference were: Mrs. Florence Kelley of the National Consumers' League; Miss Lillian D. Wald of the Henry Street Settlement, New York; Hon. Edward Keating of Colorado; President Currell of the University of South Carolina, and representatives of the General, North Carolina and South Carolina Federations of Women's Clubs. There were delegates present from twenty states in the Union, and it is estimated that at least 1,500 people attended the meetings.

TENNESSEE.

HARROGATE. The Department of Industrial Education at Lincoln Memorial University has grown very rapidly within the last year. Several new buildings have been

erected and quite an addition has been made to the equipment of the department. The Daughters of the American Revolution in Tennessee have contributed much toward the extension of this work.

The new Industrial Building which has just been completed is now being equipped with the most modern electrical machinery. M. F. Kremer, superintendent of construction, says that the machinery is complete for making the highest class of all kinds of furniture. At least thirty students can be employed in making this furniture at the same time. This will be an excellent opportunity for a student who is earning his way to learn a trade.

The new barn which will soon be completed is perhaps the most modern and up-to-date barn in Tennessee. The concrete silo is the largest in this part of the country. It is eighteen feet in diameter and forty-five feet high, with a capacity of 215 tons. Another of the same size will soon be built. The total cost of the barn will be about \$10,000.

CENTRAL STATES.

INDIANA.

SOUTH BEND. The board of school trustees has refused to retain L. J. Montgomery as superintendent of schools, despite many protests from citizens and patrons.

INDIANAPOLIS. On April 27, the State Board of Education will open bids on textbooks to be adopted for use in the grammar grades of the public schools for the next five years. Textbooks in history, geography, physiology, spelling and grammar are to be adopted. Such action is necessary every five years according to the uniform textbook law.

The board has completed arrangements with Charles H. Winslow of New York, to make a survey of typical Indiana cities to be used as a guide in installing vocational education in the schools. It is probable

IOWA.

DUBUQUE. James H. Harris was re-elected superintendent of city schools for a term of three years. At the last session of the Iowa legislature a law was enacted permitting boards of education in independent school districts to employ a superintendent of schools for a term of two or three years.

NEBRASKA.

LINCOLN. The supreme court of Nebraska has upheld the law which provides for the teaching of any modern language in the public schools whenever such language instruction is demanded by a petition signed by fifty patrons of the school.

NORTH DAKOTA.

VALLEY CITY. Professor William M. Wemett has issued a handy pamphlet with more than 500 questions for a teacher's self-examination in character, disposition, personal appearance, professional spirit, knowledge of children and forty other personal qualifications natural and acquired.

OHIO.

COLUMBUS. The Columbus school board members extended their Detroit meeting trip to give them a few days for looking over the Chicago and Gary schools.

SOUTHWESTERN STATES.

CALIFORNIA.

LOS ANGELES. For forty years the average rainfall in this country in January has been 3.16 inches, and in the entire year sixteen inches. This year in January alone it was twenty inches. This is five times the average for January and nearly thirty per cent. more than the average for the entire year.

SAN DIEGO. The first night school has been opened in this city, starting off with an enrollment of 1,043, which must be near the record west of the Mississippi for one night school. Superintendent MacKinnon is most enthusiastic over its success.

United States Government Civil Service Examinations

All teachers both men and women should try the Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, and are life positions.

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Pitman's Commercial Spanish Grammar. 249 pp., cloth, \$1.00. By C. A. Coledano. Spanish Grammar on Normal Lines. Adopted by Erie (Pa.) High School, New Rochelle (N. Y.) High School.
Hugo's Simplified Spanish. A. A. Easy and Rapid Way of Learning Spanish. (Cloth, \$1.00. Adopted by University of Pittsburgh (Pa.) Rochester (N. Y.) High School, Seattle (Wash.) High School, St. Joseph's College, Princeton, N. J.)
Spanish Business Interviews. 96 pp., cloth, 50c. Adopted by San Francisco Board of Education.
Pitman's Commercial Correspondence in Spanish. 267 pp., \$1.00. Adopted by High School of Commerce, New York.
Spanish Commercial Reader. 170 pp., cloth, \$1.00. Adopted by Cornell University, Agricultural and Mechanical College of Texas.
English-Spanish and Spanish-English Commercial Dictionary. Cloth, gilt, 660 pp., \$2.25. By G. R. Macdonald. A complete work of reference for students and teachers.

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MAGAZINES

—The leading feature of the March Century is an article entitled "Our Prison Problem," by Governor Charles S. Whitman of New York, who sums up, clearly and briefly, just what prison reform is, what it is driving toward, and what it is driving away from. Governor Whitman is known everywhere as a friend of prison reform, and certainly there are few who should know more about it than he. Two articles dealing with questions bearing on the war are "The Working-man in War-time," in which Harrison Smith describes a mid-war trip to England in the steerage and an independent "hike" to survey labor conditions in Wales and throughout Britain generally, and "The Island and the Continent at War," by J. Russell Smith, contrasting the essential motives impelling the two gigantic rivals, England and Germany. In reply to the optimistic article on "America and Japan," which Baron Shibusawa, the "Japanese Pierpont Morgan," contributed to the February Century, Thomas F. Millard, editor of "The China Press," contributes to this number a stirring paper entitled "The Japanese Menace."

—Modern Language Notes (The Johns Hopkins Press, Baltimore) begins the new year considerably changed, with a more convenient size of make-up, more substantial covers and general improved appearance. Three new names appear on the board of editors, those of Professors Kurrel-Meyer, Brush and Shaw.

It is to be hoped that the valuable bibliographical feature of the Notes ("Recent Publications") will not be neglected or allowed to dwindle under the new régime. The annual subscription is \$2.00.

St. Nicholas

An article of considerable interest to parents and teachers, announced for the March St. Nicholas, is "A New System of Physical Training," wherein Ernest Balch, widely known as an athletic director for boys of the high school age, will set forth and advocate a new system of exercise and athletic training which has already won for itself a place in several of the leading American schools, and has received warm commendation from various headmasters and experts. Briefly, Mr. Balch's system is said to be an adaptation of methods in use among professional acrobats, as observed by Mr. Balch himself during a stay of ten years in Mexico. Mr. Balch became intimate with more than twenty Mexican acrobats of from twelve to sixteen years of age. Living roughly, with ill-prepared food, they seemed to be immune from the prevalent yellow fever, ptomaine poisoning and typhoid. He asked himself why it was that these boys never had anything the matter with them, and concluded upon investigation that it was because their training kept them in perfect condition and rendered it impossible for germs to lodge and flourish. Out of this experience grew the entire system which Mr. Balch has developed with such success, a system essentially derived from and based upon the noble art of tumbling.

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17624 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Males Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.) Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet
17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline
16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck
17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson.) Lucy Marsh and Reinald Werrenrath
64194 Act IV, Scene 1. Recitation: Mercy Speech. Ellen Terry

MERRY WIVES OF WINDSOR

- 35270 Overture. (Nicolai.) Symphony Orchestra of London
17724 Song: "Greensleeves" (very old). Raymond Dixon

MUCH ADO ABOUT NOTHING

- 17702 Act II, Scene 3. Song: Sigh No More, Ladies. (Stevens.) Raymond Dixon
17115 Act II, Scene 3. Recitation: Benedick's Idea of a Wife. Ben Greet

MIDSUMMER NIGHT'S DREAM

- 31819 Overture. (Mendelssohn.) Victor Concert Orchestra
31159 Wedding March. (Mendelssohn.) Pryor's Band
55048 Wedding March. Victor Herbert's Orchestra
35238 Selection of Principal Airs. Pryor's Band
55060 Act II, Scene 3. Song: Ye Spotted Snakes. (Mendelssohn.) Victor Women's Chorus
5863 Duet: I Know a Bank. (Horn.) Mrs. Wheeler and Miss Dunlap
17209 Trio: Over Hill, Over Dale. Mrs. Wheeler, Misses Dunlap and Baker

TWELFTH NIGHT

- 17662 Act II, Scene 3. Clown's Song: Oh, Mistress Mine. (W. Byrd.) Raymond Dixon

OLD ENGLISH DANCES

- 17805 Row Well, Ye Mariners. Jamaica. Victor Band
17845 The Butterfly. Victor Band
17846 Three Meet. Victor Band
17846 Tideswell Profession of Morris. Victor Band
17847 Kirkby Malzeard Sword Dance. Victor Band
17847 Flamborough Sword Dance. Victor Band
17847 May Pole Dance: Bluff King Hal. Victor Band
17087 Minuet: Don Juan. (Mozart.) Victor Band
17160 Country Dance: Pop Goes the Weasel. Victor Band
17086 Morris Dance. Victor Band
17329 Ribbon Dance. Victor Band
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ROMEO AND JULIET

- 88302 Juliette's Waltz Song. Tetrassini
88421 Lovely Angel. Farrar-Clement
70102 Fairest Sun Arise. Lambert Murphy
35234 Selection. (Gounod.) Pryor's Band
17866 Juliet's Slumber. (Gounod.) Victor Concert Orchestra

OTHELLO

- 88338 Act I. Brindisi (Clink the Wine Cup). Pasquale Amato
83466 Act II. Othello's Creed. Titta Ruffo
87071 Now Forever Farewell. Enrico Caruso
89075 We Swear by Heaven and Earth. Caruso-Ruffo
35279 Act IV. Desdemona's Song—Oh, Willow, Willow. Olive Kline
88149 Ave Maria. Melba
74217 Death of Othello. Zerola

THE TEMPEST

- 17724 Act I, Scene 2. Ariel's Songs: Come Unto These Yellow Sands. (Purcell.) Reinald Werrenrath and Chorus
17702 (1) Act I, Scene 2. Full Fathom Five. (R. Johnson.) Reinald Werrenrath
17702 (2) Act V, Scene 2. Where the Bee Sucks. (R. Johnson.) Reinald Werrenrath

POEMS AND SONNETS

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JOURNAL OF EDUCATION

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DL. LXXXIII { Number 10
Whole No. 2070

BOSTON, MARCH 9, 1916

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JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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MARCH 9, 1916

A. E. WINSHIP, Editor

SUPERINTENDENTS AT THEIR BEST

DETROIT MEETING OF DEPARTMENT OF SUPERINTENDENCE

BIGGEST AND BEST EVER

About 4,500 enrolled.

Detroit nearly twice as large as any previous meeting.

It was a gala day for Peace.

The resolution against high school militarism was the loudest peace note heard.

President M. P. Shawkey followed closely the line laid down last year by President Henry Snyder of presenting speakers gracefully rather than introducing them effusively.

Mr. and Mrs. Chadsey were most gracious host and hostess. So complete were all arrangements and so efficient were the local subordinates to the superintendents that Mr. Chadsey was never called from refreshment to labor. With superb poise and charming grace Mr. and Mrs. Chadsey breathed the spirit of hospitality on all occasions.

John H. Francis of Los Angeles was the "lion" of the week. More persons were anxious to see and hear him than any other man or woman in Detroit. There is always some one person who focuses popular attention, and at Detroit it was Francis.

The Department has never had a better auditorium and we can recall none as good. It would seat 6,000 with comfort, and any man of reasonable voice could be heard in every part of the room.

We sincerely regret our inability to be at the meetings of the Council of Education, so that we cannot comment on its program personally.

President Nicholas Murray Butler was on a National Educational program for the first time in six years, and he was given an enthusiastic reception by a large audience.

There was no one to whom this meeting meant more by way of greeting old friends than to Dr. Lewis H. Jones, who cherishes the friends of Oswego, Indianapolis, and Cleveland life as truly and as highly as those of Ypsilanti.

President David B. Johnson of Winthrop College, Rock Hill, South Carolina, president of the National Education Association, was boosting the New York meeting in July and perfecting his program.

State Superintendent Fred L. Keeler's enthusiasm and thoughtfulness were important factors

in making all Michigan educators hosts to all the world beyond. It was gratifying to all the Department members that the nominating committee thought to honor him with the first vice-presidency.

G. C. Creelman, president Ontario Agricultural College, Guelph, was the eminent foreigner this year. His demonstrations at Guelph are as internationally interesting as any in the world.

The United States Bureau of Education and the Department of Agriculture were very much in evidence. Dr. P. P. Claxton, the commissioner, was there, as were Messrs. W. S. Deffenbaugh, H. W. Foght, A. C. Monahan, S. P. Capen, and Miss M. W. Winchester, representing the Bureau, and O. H. Benson, C. H. Lane, Florence Ward and others, the Department. Mr. Benson was especially effective this year, and Dr. Claxton was often on the program and always with a vigorous message.

The great "new find" of the N. E. A. was Miss Jennie Burkes, Tazewell, Tennessee, superintendent, Claiborne County. She will take her place beside Mrs. Cora Wilson Stewart, who was ushered into the national arena at Richmond.

The greatest hit, the liveliest wit, the best every way was the address of Dean Samuel S. Marquis, Sociological Department, Ford Motor Company. It was the event of years to hear this notable and noble address.

Cincinnati Board of Education voted to let fifty-six of the office, supervisory, special and teaching force go to Detroit without loss of pay.

West Virginia had in attendance every normal school president, all but three of the city superintendents, and many county superintendents, high and normal school teachers, and specialists in university, secondary and elementary work—in all far above one hundred.

The Keene, New Hampshire, State Normal School had eight of its faculty at the meeting. In view of the distance and the size of the school we think this is the record.

The only fellows who appear to have broken loose foolishly as reported in the daily press were in the meeting of the National Federation of



M. P. SHAWKEY
State Supt. of Public Instruction
West Virginia
President Department of Superintendence, N. E. A., 1915-16

State Teachers' Associations. We cannot believe that these men did half as much damage as the press reported.

THE GOVERNORS' EVENING

It never has happened before and is not likely ever to happen again that three governors, genuine schoolmasters, speak on the same evening on the same educational platform.

One feature of Mr. Shawkey's administration that will immortalize it is the fact that three of the ablest and noblest governors of the United States,—Woodbridge N. Ferris of Michigan, Frank B. Willis of Ohio and Martin G. Brumbaugh of Pennsylvania—spoke on purely educational topics to the largest audience ever assembled under the auspices of the Department. These men won their high honor largely because with other qualifications they are among the best campaigners in their respective parties, and each of them was at his best at Detroit.

SCHOOL BOARD PROBLEM

For the first time the Board of Education was a distinct topic for two hours. Professor Ellwood P. Cubberley of Stanford University led in the discussion by reading a chapter from his new book on "Administration." It stated his views most emphatically, but there is a liability of his being obliged to lay aside the judicial robes which he has hitherto worn with great dignity and become a candidate as a prosecuting attorney.

Thomas W. Churchill of the New York City Board of Education, and for the past two years its chairman, was the whirlwind success of the week. The address of Mr. Marquis of the Ford Company was a more pronounced success as a great deliverance, and the Governors were a more spectacular success, but no one swept the audience with wild enthusiasm and intense enjoyment as did Churchill. We are using in full his address as it was written by him, but it gives slight hint of the popular power of his platform speech.

O. M. Plummer of the school board of Portland, Oregon, who resurrected the Department of Administration of the N. E. A. from oblivion and placed it upon the throne at Oakland, made a "live-wire" address, and the closing paper was by the editor of the Journal of Education, which is given in this issue.

JUDD—PEARSE DISCUSSION

In the discussion of the Junior high school Dr. Charles H. Judd of the School of Education, Chicago University, favored, and Dr. Carroll G. Pearse, State Normal College, Milwaukee, challenged the claims. To the surprise of the champions of the Junior high school, President Pearse succeeded in a lively hold-up game. Granting his premises, his conclusions are inevitable. It is the first real opposition to the Junior high school that we have heard. President Pearse's position is that the

Junior high school is all wrong because the universities are trying to reach down and capture, directly or indirectly, the seventh and eighth grades, while the Junior College is all right because the public school is reaching up and capturing a part of the college and university. It was very clear that President Pearse had a large following in his challenge of the Junior high school.

A BRILLIANT MINUTE

When Hon. Reed B. Teitrich reported for the nominating committee and the naming of President Shoop was heartily received, Hon. Frank G. Blair rose and said:—

"This is a most refreshing experience. I have been circulating through the lobbies of the hotels and have met a large number of active members and I have not heard any one say anything about who was to be president. We have had other things to talk about. And now an eminently worthy set of officers are nominated. This is worthy of all commendation."

Hon. O. T. Corson rose and moved that Mr. Blair's remarks be sent to "Mother." Mr. Blair nominated Mr. Corson to carry the message to Mother. The president announced that "there being no contrary vote, the order is adopted."

This was one of the brilliant sallies which the Department enjoys so heartily. A bit of harmless by-play is welcome.

BAGLEY—SNEDDEN

Three years ago the great event was an unexpected burst of glory when Dr. David Snedden of Massachusetts and Dr. William C. Bagley of Illinois locked horns in brilliant fashion. There have been few incidents in the history of the Department to equal that. The popular impression was that Bagley had the best of it. His paper, which we printed at the time, was one of the most brilliant documents of recent years. President Shawkey had his heart set upon restaging that episode, hence a half-day was given thereto, but these doctors of education could not agree upon any phrasing of a question that would give either a popular advantage. For a long time it looked as though the star act must be eliminated. But at the last moment this very tame question was framed, which was so harmless as to be "safety first" for both: "The Minimum Essentials Versus the Differentiated Course of Study in the Seventh and Eighth Grades." Bagley was brilliant as he always is; he was keen, intense, scintillating. It was as good a paper as his previous one, but the position he was forced to take was one in which in general Snedden and everyone else would agree. It was a charmingly skilful statement of an accepted condition rather than a sharp challenge of any one to anything.

Dr. Snedden was most happy in his statement of his position. He was not trying to combat anything, or to hit back. He accepted practically everything that Dr. Bagley had said,

and then went ahead of everyone in the clearest kind of a statement of why there must be flexibility under whatever name is wise until we are able to have every child above the sixth grade do the most of anything and everything that is worth while to him. It was by far Dr. Snedden's masterpiece.

Dr. Lotus D. Coffman of the University of Minnesota paved the way for Dr. Bagley in a discriminating statement of the conservative position on magnifying Minimum Essentials through the eighth grade. Superintendent John D. Shoop, president-elect, of Chicago, made a highly satisfactory preparation for Dr. Snedden's address. We doubt if as many people will remember anything he said at the meeting as will remember Mr. Shoop's illustration in the discussion with Bagley and Snedden.

PRESIDENT SHOOP

The election of Superintendent John D. Shoop as president is as graceful a selection as has been made for many years. As the newly elected superintendent of the second largest city in America, as a long-time attendant upon the Association and Department meetings, as a speaker of ability, as a discriminating and efficient administrator, it was eminently fitting that the honor should come to him.

There was absolutely no scrambling for office, no rough house, but the selection of officers was dignified and no one could suggest a better grouping, a more representative localization, a more discriminating professional distribution.

Chicago, Lansing, Michigan, Helena, Montana, and Philadelphia—a superintendent of a large city, a state superintendent, a superintendent of a small city, a supervising principal in the third largest city in the country.

The committee that evolved this fair and efficient grouping were Reed B. Teitrich of Harrisburg, Pa.; Henry Snyder, Jersey City; H. A. Davee, Montana; Joseph Rosier, Fairmont, West Virginia, and E. U. Graff, Omaha.

The other officers are Vice-President Fred L. Keeler, State Superintendent of Michigan. John Detrick, superintendent of Helena, and Margaret Maguire, Philadelphia.

ON THE SIDE

The Department meeting is always a match-making affair professionally. The three big "catches" possible at Detroit were the presidency of the Colorado Teachers College at Greeley and the Superintendencies of Columbus, Ohio, and Spokane. Representatives of all these boards were present spying upon big men. The salaries will range from \$5,000 to \$6,000. Such

side issues add materially to the joy of life. The presidency of the State Normal School at Edmond, Oklahoma, at \$3,000 was interesting some men.

THE PROGRAM

President M. P. Shawkey's meeting will go down in the memories of the members of the Department as the only meeting that doubled the enrollment over any previous meeting, as having the best weather for a week in the history of the Department, as having had more absolutely new program conceptions worked out to perfection, as having the least criticism and the most appreciation, the fewest destructive attacks and the most constructive suggestions, less of the trite and smart and more of the hopeful and wholesome, less irritation and more inspiration than has often been enjoyed in one session.

The Department has rarely had anything to compare with the scintillation of wit and eloquence, of charm of manner and daredeviltry of expression that characterized the address of Thomas W. Churchill of the New York City Board of Education.

The "American Spirit" was admirably portrayed and ardently championed by J. George Becht, executive secretary, State Board of Education, Pennsylvania. Dr. Becht is the embodiment of his ideals, as all who heard him realized.

A. T. Corson's Appreciation of Booker T. Washington was worthy the Department, the departed and the speaker.

Charles H. Keyes of Saratoga Springs, N. Y., presented the Appreciation of Z. X. Snyder, one of the most highly esteemed men in the Association.

The Report on the Reorganization of the Secondary Education by Clarence D. Kingsley, High School Inspector of Massachusetts, was a satisfactory outcome of a patient and intelligent study of the subject by the committee.

The Boy Scouts had their first real innings in the Department in an address by the moving spirit in all their American promotion—James E. West.

Milton Fairchild presented the facts regarding the five-thousand-dollar prize in "The National Morality Code Competition."

Time and space prevent detailed comment on fifty other sessions of twenty-four other Departments with 179 speakers, some of whom we had the privilege of enjoying. Most of these would receive no more than absent treatment had we time and space.

The program, mechanically and in arrangement, was excellently prepared for the convenience of its students.

The least we can do, and the most, is to state



JOHN D. SHOOP
Superintendent Chicago
President Department of Superintendence 1916-17

what these societies, organizations and clubs are:—

The American Posture League, a wholly new affair, ably represented by the president, Jessie H. Bancroft of New York.

State Normal School Conferences led by Livingston C. Lord, Charleston, Illinois.

City Normal School Conferences.

Normal School Extension Conference.

National Society for the Study of Education, led by Randall J. Condon.

Association of High School Inspectors, John Calvin Hanna presiding.

Educational Press Association of America, John MacDonald presiding.

State Departments of Education, Thomas E. Finnegan presiding.

Rural and Agricultural Education, George A. Works, Cornell University, presiding.

National Federation of State Teachers' Associations, Charles S. Foos of Reading, Pennsylvania, presiding.

The National Council of Education, a new and most promising council. It started off brilliantly.

Society of College Teachers of Education.

National Society of State Supervisors and Inspectors of Rural Schools, Lester S. Ivans presiding.

American Home Economics Association, Martha Van Rensselaer, Cornell University, presiding.

Teachers of Education in State Universities. National Association of Teachers Agencies, Alvin F. Pease of Boston presiding.

National Council of Teachers of English.

National Vocational Guidance Association.

School Garden Association of America.

International Kindergarten Union, the famous I. K. U. people.

National Congress of Mothers and Parent-Teachers Associations.

National Association of Executive and Administrative Women in Education.

Michigan State Physical Education Association.

EN ROUTE

For the first time the Boston delegation had a special train to a meeting of the Department of Superintendence. And it was a solid train from Boston to Detroit with its own dining car, and what signified much more, its own club car.

There were upwards of eighty from New England on this car—while a large number went with Miles C. Holden of Springfield, via New York over the Delaware and Lackawanna road. The Boston special went over the New York Central.

THRIFT AT ITS BEST

President Robert J. Aley of the National Council of Education provided a program that will never be forgotten. It was an evening devoted to "Thrift." The great send-off of the evening was by S. W. Straus of Chicago. Other

addresses, all vigorous and vital, were by State Superintendent R. H. Wilson of Oklahoma, Superintendent Clarence H. Dempsey, Haverhill, Mass.; Superintendent John D. Shoop, Chicago; J. A. Bexell, Corvallis, Oregon; Milo H. Stuart, Indianapolis; H. R. Daniel, Chicago; Kate D. Blake, New York, and Arthur H. Chamberlain, San Francisco.

DETROIT PERSONALLY

It is of inestimable benefit to all America to have more than 4,000 educational leaders spend a week or nearly a week in the city that has developed a remarkable personality in a short time.

It is the most important non-central railroad centre in the country. It is but a little while since any ticket via Detroit was cheaper than via Cleveland, since all passengers going east or west had to be ferried across the Detroit river, since no solid trains from New England went via Detroit, since no first-class trains from the South ran to this city.

Now as if by magic all this has changed, extra fare takes the place of a lower rate, solid trains come from New England, the best of service is provided as to speed and equipment, through cars from the East run to Grand Rapids in the West, and to Mackinaw Island in the North.

But beyond all this in significance is the railroad relation to the South. You can get a through sleeper from Washington, D. C., via Buffalo or Toledo, and every morning there is a solid Pullman train with dining-car service from Toledo to Detroit with a sleeper from Washington, two sleepers from Pittsburgh, a sleeper from Cincinnati, a sleeper from Indianapolis, and a sleeper from Jacksonville, Florida, all scheduled for Detroit.

To those of us who have a vivid recollection of the total lack of accommodation the transformation is one of the wonders of railroad activity.

In this connection one must think that something has broken loose from Paradise for the benefit of Detroit when he finds himself in as magnificent a railroad station as there is in the world and recalls like the echoes of a nightmare the evidences of the old shack-like, barn-like stopping place into which all trains backed for so many years.

Stranger yet is the marvel that in mid-winter we find ourselves in Detroit with no ferry mishap as of old, recalling as I do a below zero night when the train-loaded ferry boat had its rudder tangled in the chain between tug boat and coal barge so that we drifted down stream,—ferry boat, tug boat and coal barge all a tangle. On another occasion the big cakes of ice blocked the dock so that we pounded and punched it for a long time before reaching the slip.

If there is another city that has had such a glorious railroad transfiguration it has escaped our notice.

And the school equipment! We have referred



FRANK B. WILLIS
Governor of Ohio



C. E. CHADSEY
Superintendent Detroit
Chairman of the Committee
of Arrangements



WOODBIDGE N. FERRIS
Governor of Michigan

to this nearly every year, but still the wonder grows! A salary of \$9,000 for the superintendent! Millions upon millions going into exquisite school buildings! The best of everything! The latest of everything!

Parks and boulevards! Well, we would say more of these if the bridge to Belle Isle had been promptly rebuilt after its inexplicable burning up, or burning down, or burning out.

Of course it is the automobile and other motor machines of Ford and of other sports of peace and plenty that have inspired much of this industrial miracle, but of this every one knows, for advertising is one of Detroit's chief virtues.

Here are some figures of Detroit boasting for the sake of boosting:—

Population from 300,000 in 1900 to 800,000 in 1916.

150,000 families, with an increase of fifty-six families a day.

In 1900, twenty-eight square miles; in 1916, fifty square miles.

Fifty factories running night and day.

Exports have increased 200 per cent. in fifteen years.

FROM DENVER

A party of fifty in two special cars came from Denver. The Trans-Missouri state superintendents had a meeting in Denver on the Friday and Saturday preceding the meeting and joined the Colorado delegation. Among the Coloradans were State Superintendent Mary C. C. Bradford, City Superintendent Carlos M. Cole of Denver, Roscoe C. Hill of Colorado Springs, J. F. Keating of South Pueblo, F. D. Shutz of North Pueblo. There were two members of the Denver Board of Education, one from each faction. There were two principals, Blaine and Dunton of Pueblo.

There was in the party Grant E. Fitch of the Montana State Normal School at Dillon.

HIGH POINTS

Among the really great addresses which rose above the usual partly because of skill of those

who presented the themes and partly because of the intense interest of the school people to hear the highest note from the best authority were by John H. Francis of Los Angeles on "High Points in the Los Angeles Plan," Leonard P. Ayres on "Significant Developments in Educational Surveying," John H. Finley on "The Thirtieth Man," A. Duncan Yocum on "Definiteness and Compulsion in Education," Mrs. Alice M. Carmalt on "Morals and Manners—Our Problem."

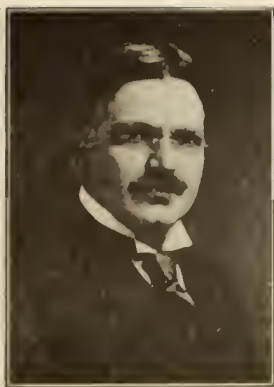
ROUND TABLES

Superintendent Ira B. Bush of Erie had a lively Round Table of Superintendents of Cities of from 25,000 to 250,000. This is a large group of about 200 superintendents. They are men and women who have achieved something well worth while, but with ambitions to go higher. They have ideas that they are working out, but realize their need of an opportunity to work them out in a larger field. Mr. Bush picked as live men as there are in this class,—Fred M. Hunter of Lincoln, J. F. Keating of Pueblo, C. Edward Jones of Albany, J. H. Beveridge of Council Bluffs, four superintendents in the prime of professional activities, each a champion of some special educational conviction.

J. M. Gwinn, superintendent of New Orleans, as chairman of the Round Table of large cities, had an all star cast. It was the first adequate opportunity that Herbert S. Weet of Rochester, N. Y., has had, and he did the neatest kind of a job with the "Six-three-three plan."

Henry Snyder, president of the Department in 1915, was not a new name but, as always, he was sanely progressive. Of course Randall J. Condon, Cincinnati, is recognized as a man who is worth \$10,000 a year and he has demonstrated it. Ben Blewett, successor of Louis F. Soldan and William T. Harris, adapted the schools to their varying needs.

Raymond F. Coit, deputy commissioner of naturalization, was a new voice, and it is a rare feature of the Department to get a wholly



F. G. BLAIR
State Superintendent
Illinois



DAVID SNEDDEN
Commissioner of Education
Massachusetts



ROBERT J. ALEY
President University of Maine



P. P. CLAXTON
U. S. Commissioner of Education

new thought that makes good as it did in this case.

Frank W. Ballou of Boston had a highly specialized Round Table in which experts discussed their own problems in educational research. It was a sort of inner sanctuary of men who tell other educators what not to do and occasionally some things to do. It was exceedingly interesting.

Compulsory education, the school census and child welfare had a great boost in a Round Table which should have been held in the Halls of Legislation in many states of the Union. An adequate report of the wisdom uncorked in that large banquet hall of the Statler would make a volume of great value.

Hon. Carl G. Schulz, state superintendent of Minnesota, as chairman of the Round Table of State and County Superintendents had a program up-to-the-times. It was Schulz who discovered Miss Jennie Burkes of Tazewell, Tennessee, county superintendent. She was worth the entire Round Table. But the problems, all the problems of rural schools were discussed by State Superintendent C. P. Cary of Wisconsin and Edward Hyatt of California, men who dare as much as one dares or has ever dared to break through conventionalities. Cary's famous unpublished but circulated letters on university conditions in Wisconsin will never be forgotten as long as men who were active educationally in the first decade of the century live, and Edward Hyatt's "The Worm Turns," which we reprinted from the Blue Bulletin, has been reprinted by one man and 25,000 copies distributed.

Such men make a program. But Schulz had also Charles W. Tenney of Helena and A. C. Monahan of Washington.

It was left for the Round Table of Superintendents of Cities with a Population under 25,000 to have a program of new men, or near new men, for a Department program. In the first place the chairman was a new leader, John Milne of Albuquerque. While W. E. Hoover of Fargo has oftener represented North Dakota than anyone else in attendance and on committees he has rarely been a program feature.

Walter S. Deffenbaugh of the Bureau of Education is widely known from his official activities, but not here. Otis G. Wilson of Fairmont, West Virginia, is a wholly new man in this arena, but he is sure to be a factor from now on. He has one of the best places in his state, won by what he had done. Charles W. Cookson of Troy, Ohio, and W. E. Albigh of Bellevue, Pennsylvania, are new men with messages and convictions. All in all this Round Table of Milne's was one of the most striking features of the meeting. He dared to do things out of the ordinary and they came out all right.

KANSAS CITY, MISSOURI

Kansas City, Missouri, won the choice of meeting place for 1917 handsomely. The logic of the situation was all with the Southwest.

The hotels are every way adequate and that is of prime importance. The Multnomah, presumably hotel headquarters, is as fine a hotel as there is outside of New York and The Baltimore is absolutely first-class, and the Coates House is all right.

The vast Southwest has claims that must not be ignored. Dallas is already in the field for 1918 and no city can take better care of the Department. Dallas will probably do more for the delectation of visitors than any other city that is likely to ask for it. It may be early for Dallas to win the meeting for 1918, but possibly not.

EDUCATIONAL AND COMMERCIAL EXHIBITS

The one feature of the meeting that was not up to expectation or desire was the exhibit feature. At Cincinnati this was highly satisfactory to everyone. There the exhibition hall was on the same floor and beside the auditorium. In Detroit it was, most unfortunately, divided, a part being at the Tuller and a part at the Pontchartrain. At the Tuller it was on the upper floor, to which no one went who had not time dragging on his hands or had occasion to see some special feature of the exhibit. Of



THOMAS W. CHURCHILL
Ex-President Board of Education
New York, N. Y.



NICHOLAS MURRAY BUTLER
President Columbia University



O. M. PLUMMER
Board of Education
Portland, Oregon

course many went nevertheless, but not as at Cincinnati, where almost literally everyone went the rounds several times. At the Pontchartrain it was better, as it was on the same floor as one of the most popular meeting places.

The Educational Press Association had its booth at the Pontchartrain.

Few exhibits were as interesting or as significant as that of the Health Problems in Education at the Tuller. Its charts and literature were invaluable. It is to be regretted that the entire 5,000 and more did not see it and study it. By the by, every teacher, and above all every superintendent, in the National Education Association should write at once to Dr. Thomas D. Wood, Columbia University, New York, for the literature of the committee of the National Education Association and the American Medical Association. No equally valuable material can be had in usable form at any price, and you can have it for the asking. It is priceless in both senses.

Another wonderfully attractive and invaluable exhibit was that of the International Harvester Company, for which Professor P. G. Holden is responsible and which was presided over by Charles W. Farr and Lottie J. Carroll. Really this exhibit of charts and literature—free for the taking—and the transparency of the efficient work of this extension movement deserved a place in some show window on Woodward Avenue. We have known of these activities both in the Chicago office and in the field, but somehow it has never seemed quite so remarkable as in this exhibit.

By the by, every county superintendent should know that he can have one of the expert field workers with chart and equipment in his institute for a day or a week with no expense other than the expenses of the worker from and to Chicago. We know of nothing quite so suggestive and helpful in every way for rural teachers as this combination of stereopticon exhibition, chart illumination, attractive literature and lecture accompaniment.

Rand, McNally Company of Chicago have the advantage of many publishers in that they have

the one great resource of maps and globes of every kind and description.

The World Book Company, Yonkers-on-Hudson, Casper W. Hodgson, proprietor, with their specializing on school surveys, notably the New York Inquiry, made a most interesting display of their attractive books.

The Victor Talking Machine Company is the one world-wide servant of all the people in school and out through dispensing music of the masters as well as the jingles that captivate at prices so slight as to make it seem like a mission as much as a message. Mrs. Frances Elliott Clark, the manager of the educational phases of this work, is as widely known and as highly appreciated as any woman in the N. E. A., in which she has been active for more years than I dare to say, and her welcome was never more demonstrated than at Detroit.

Another popular-to-the-limit booth was that of the Remington Typewriter Company. The well-nigh universal use of the Remington in schools and school offices from the first adoption of commercial courses makes their booth always and everywhere a centre of attraction.

The Esterbrook Steel Pen Company made such a complete display of every phase of pen making as to challenge the attention and admiration of everyone who came their way.

The Children's Flower Mission had another fascinating booth which was a notable contribution to the school garden propaganda.

At New York in July all exhibits will be in the Madison Square Garden, where all general sessions of the National Education Association will be held.

Somebody or somebodies pay six thousand dollars for the use of that building for the July meeting. Nothing like that has ever been done before.

NEW YORK IN JULY

New York will have one of the largest meetings in the history of the National Education Association. It is confidently believed in New York that it will exceed the Boston meeting of

1903. None hope so more than the Boston contingent. Here is a case in which to be outvoted will be a joy.

The arrangements will be remarkably complete.

Think of Madison Square Garden—with a twenty-foot sounding board—and almost limitless seating capacity!

Think of having all exhibits in the same building!

Think of having President Woodrow Wilson on the program!

Think of the things to see and enjoy educationally, historically, commercially, industrially, socially!

Then there will be features on land and sea, of which we are not at liberty to speak, but which will be most delightful.

DEPARTMENTS AT NEW YORK

Much more will be made of the Departments at New York in July than has ever been made of them before.

The High School Department will meet in the Washington Irving High School. President Edward Ryneerson, high school principal, Pittsburgh, has a program that would attract all high school teachers if there was nothing else going on in New York.

Mr. Ryneerson will have two joint sessions, one with the National Council of Teachers of English, one with the Library Department. The general session of the Department will thrash out, as it has never been done before, the problems involved in the re-organization of the high schools.

President Ada Van Stone Harris of the Elementary Section will have a program that will appeal to the rank and file of teachers and to all school officials.

All special departments, like Music, Physical Education, Kindergarten, School Gardens and Playgrounds, will exceed every former effort.

THOMAS NORMAL

One of Detroit's most widely known institutions is the Thomas Normal Training School with its 300 young men and women enthusiastically mastering the technique and imbibing the professional inspiration with unusual educational devotion. The founder, Mrs. Emma Thomas, builded better than she knew, and her daughter, Jennie Louise Thomas, and her son,

Louis C. Thomas, have developed an inspirational educational institution as useful as it is successful.

In the last two years they have placed the instructional direction largely in the hands of Dr. Andrew Thomas Smith, whom they took from the principalship of the Clarion, Pennsylvania, State Normal School. At the meeting Miss Thomas, Mr. and Mrs. Thomas and Dr. and Mrs. Smith devoted themselves and their three automobiles to the enjoyment of their host of friends.

BANQUETS

The meetings of the Department have come to be a great feasting time. The banquets have been growing in number and in size.

The Kindergartners' dinner was one of the brilliant events of the week. About two hundred enthusiastic kindergarten supervisors and their friends dined and enjoyed after dinner speeches with Miss Lucy Wheelock of Boston as toast-mistress.

The school garden champions dined together at the Cadillac with Commissioner Claxton as guest of honor.

The new National Council of Primary Education had a luncheon.

The Educational Press Association of America had their annual dinner, with John MacDonald as master of ceremonies.

The Normal School Conference had a modest luncheon at twenty-five cents at plate!

The Phi Delta Kappa luncheon was highly fraternal.

The Directors of Educational Research dined together at the Statler.

The Western Michigan Round Table had a dinner also.

The Pennsylvanians to the number of 225 had a brilliant dinner party in honor of Governor Brumbaugh. Reed B. Teitrich and J. George Becht engineered the arrangements and Dr. Schaeffer presided.

Texans had a dinner at the Tuller.

The North Carolinians had a dinner at the Statler.

Indiana University also had their reunion banquet at the Charlevoix.

But, as always, the great banquets were those participated in by the University of Chicago, and that by the University of Columbia. For the first time the Chicagoans were quite in line with the Columbians.

Imperfections the teaching service has doubtless had, for that is the common heritage of humanity, but it has been untarnished by dishonor.—

Arthur S. Somers, New York City Board of Education.

THE SUPERINTENDENT AS THE LAYMAN SEES HIM

BY THOMAS W. CHURCHILL

New York City

In my early boyhood, when tales of the great Civil War were in everybody's mouth, there was a story current of a drill-sergeant, disgusted with the awkwardness of his squad. "Begorra," said he, "you'd better come out here and look at yourselves." Thousands of years before that, Socrates said the same thing to the Athenians.

Every book on school management written by a superintendent has an eloquent chapter upon what a board member ought to be, a chapter not without its pathos. Other superintendents, who write no books, paint pictures, oral or mental, of school boards. The art impulse is universal; portraiture always allures if ourselves constitute the subject.

There are 5,833 public school superintendents in America. I have a speaking acquaintance with only 111; from the superiorities of these to fashion an ideal head, including such pulchritudes as a layman especially admires in a school executive, is my undertaking.

In mixing my paints I would like plenty of red. Rousseau's dictum comes to my mind:—

"Let him first be a man." You want warm body color in making the portrait of one whose main business is the rearing and culture of men. Red blood, hard muscle, virile speech, manly manners seem to me indispensable in the head of a school system. The traditional pattern with spectacles, with the scholar's stoop, the parchment skin, the painfully proper speech chastely devoid of slang and expletive; the type strictly devoid of variation from the conventional has had its day.

The perpetuation of a deep and accurate scholarship has long been preached as the purpose of public schools by mild-mannered men who expressed rather their own instinctive desire than any great public need. Those who founded the American public school system had no such notion. Enlightenment, liberty, self-management, self-government; that is, ability for and desire of, democratic citizenship, each working for all and all for each, was the result expected by the early patriots who proposed in America that education should be free and universal. There cannot be any doubt of this. The words of Jefferson, of Adams, of Franklin, of Washington, and of the framers of the Ordinance of 1787, under which the schools of this western territory grew, are clear as the sunshine in this particular. The perpetuation of scholarship, the preservation of polite learning, the bestowal of a literary culture, all as an asset of personal distinction was undoubtedly the aim of educators in the period before the Revolution. Learning meant gentility. Gentleman and scholar were words repeatedly linked together. School meant leisure; leisure meant means; means meant birth or high estate; all meant aristocracy. No one would think of disputing that. It is too plainly written in the

history of the world before the overturn of 1776. But what especially interests us, now, is the slowness with which the principles of the Revolution permeated the soul and substance of education. The Fathers of the Republic and the statesmen of succeeding years have been in substantial agreement that tax-supported schools are for the creation of an intelligent, liberty-loving, self-directive people. On the other hand, there has persisted in the public schools a surprising amount of old-world assumption that the lower schools ought chiefly to centre upon grammar and classic arithmetic, leading to upper public schools where Latin, ancient mythology and history, rhetoric and polite scholarship are the staples of instruction. Is that not true? Our forefathers conceived a school system to generate political virtue for the future, our fathers let the schoolmaster continue to retail the pedantic learning of the past. Our theory of schools proposes the cultivation of manhood; our practice clings to the mediaeval purpose of producing learned men of letters. Tradition insists that the school superintendent be a scholar. All the underlying reason for the existence of schools, all the needs of the time demand, "let him first be a man." A century and a half of American familiarity with the school manager assuming the scholar-type has lamentably failed to give the school superintendent that confidence and respect which is required to enable the schools to realize the purpose for which they were established. Perpetuation of a scholastic ideal dear only to a very small proportion of the country is much easier for a superintendent than any other course. His life, spent among books, his thoughts, guided from infancy on well-trod paths through normal school and university, his purpose encrusted with academic ideas, repeated year after year in conventions of his own kind, make of him a Living Yesterday. He is concerned with the perfection of systems by which what-used-to-be may more perfectly be preserved. This notion of a superintendent's function has lamentably failed. There never was, since the nation was born, so widespread and definite a protest against the failure of schools. Cities misgoverned, public lands stolen, whole precincts selling their votes, juvenile crime increasing, colleges bending their necks for the yoke of rich men's foundations, periodicals reeking with salacity, the drama smothered in sex-madness and prominent employers informing the newspapers that the school children can neither read, nor write nor spell, heads of state departments of education confessing that "the lives of school children are wasted,"* all these things are weakening the American faith in public education. Far be it from me to insist that all or any of these distressing things can fairly

* Andrew S. Draper, State Commissioner of Education, New York.

be charged to the failure of the schools. But the pertinent fact is that the founders of the free school system expected it to produce a higher type of self-governing citizen than the old world knew. The distressing outcome is that so many prominent publicists* declare that the hopes of the Fathers have been bitterly disappointed.

Among the many answers that suggest themselves to these sombre reflections these two take prominence; either the expectations of what public education ought to do have been too high or the public schools have not been efficiently directed toward realizing these expectations.

First, was the hope and belief of the founders of free public school that it would preserve liberty, prevent tyranny, decrease vice and crime and increase human happiness, too high a hope and too confident a belief? The most of you have said no. When the superintendent campaigns for increase of funds he urges that the money be spent for schools so as not to be needed for jails,—to set men right rather than to lock men up for going wrong. You call the school the bulwark of the nation's liberties, the agent of progress, the urging force for "that one far-off, divine event toward which the whole creation moves." We cannot look to the school superintendent for a denial that the results expected from free and universal education have been estimated too high. We come to the other query: Have the public schools been really directed towards delivering an intelligent, liberty loving, self-governing, co-operating, happy people? I think not. They have been too generally used as the means of perpetuating an ancient conception of scholarship. Their programs show it, their managers' words declare it. Nothing short of a complete revision of the conception of public school service will abate the dissatisfaction which has arisen as the result of a comparison of the product of the schools with the conception of what public education is for. The main agent of this revision is obviously and inevitably the superintendent. He must purge himself of the fallacy that scholarship is the main desideratum in himself or in the school system. The public does not tax itself for scholarship. It expects intelligence. Intelligence is as distinct from scholarship as morality is from theology. Intelligence is common sense, it is "know how" penetration, brightness, understanding. Scholarship is the sum of the conventional attainments which custom and fashion have imposed upon schools. Intelligence is mind-power for use in any circumstance, old or new. Scholarship is an accumulation which requires a special situation for its enjoyment, either the leisure of the study or a company of specially trained persons. Your communities are not demanding of you the graduation of scholars, but an output of human creatures who can think, reason, judge and decide about the large concerns of personal and national life. The most of you and the

most of your helpers have been trained to think about academic subjects, about nouns and pronouns, x and y, which do not matter much. To say a thing is academic (that is pertaining to school), is to say that it will not work. This was well enough when education was the preparation of gentlemen superior to toil. To maintain such an academic education at the expense of a nation of workers is as fatuous as it is dishonest. These observations do not hurt you any more to hear than they hurt me to say. I, too, have been nurtured on flowers from the gardens of antiquity. I, too, love the echoes from a learned and refined past. To be called scholar; to parse, to scan, to quote, are as dear to me as to the most refined of this learned body, but,—scant five per cent. of my post-academic life is spent upon the things my schooling emphasized. Scant five per cent. of all our citizens travel paths to which their school-training naturally leads. To bring a school system to an adequate public service does not demand a scholar. Were it not for a fashionable tradition about it, such as requires the English judges to encase their heads in cages of false hair, or Michiganders to vote the Republican ticket, a superintendent might properly be unable to know whether it was Nessus or Narcissus who had trouble with his shirt, or whether Savonarola was an indoor skater or a toilet preparation. But truly it is of supreme importance that the person to undertake the commission of bringing the schools to produce what they were founded to produce—intelligent, self-governing, co-operating citizens—shall be a supremely manly man.

I have known superintendents who set great store by organization. They made and tended systems. The mechanism bedeviled them. They could act only as the machines within their own heads would allow. "Keep the rule even if you lose the boy" was their motto. Their hero was that sweet little idiot of our boyhood days, Casabianca of the burning deck, immortal martyr of stupid regularity.

Of what use is an organizer who fails to produce anything that is worth organizing? Our school system is wonderfully provided with good roads laid out by superintendents, but the highways don't lead where the children have to go. The expert roadmaker, the skilled organizer, is in great danger from his own ability. Often the people of his system will travel more joyously and arrive more quickly at a more desirable place on paths of their own making. The organizer runs a great risk of becoming a driver. He mechanizes education too much, therefore he dehumanizes it. The schools of such a superintendent get into the condition Queen Elizabeth declared her law courts to be in when she said in Anglo-Saxon what, in obedience to convention, I translate into Latinistic euphemism, "They are devoid of viscera." Maybe some parts of the country need more organizing power in their superintendents. Those I have seen ought to soft-pedal their organization for a while and use the human stops a little more

* Richard Grant White, Rebecca Harding Davis, Charles W. Eliot, Rabbi Emil Hirsch, Edward Bok, Michael Friedsam, Captain Charles Ring.



J. H. FRANCIS
Los Angeles



LUCY WHEELOCK
Boston, Principal Kindergarten
Training School



E. U. GRAFF
Superintendent, Omaha, and
Member of the Nominating
Committee

Let us have a superintendent who can organize, but let him first be a man.

One hears much about the superintendent as *leader*. It sounds exalting, more often to the superintendent than to the teachers. A need of leadership there has always been since superintending was invented. Where the leadership idea is over prominent in the superintendent's mind there is inevitably a narrowing of his ideas down to those put forward by himself in exclusion of those offered by others. An educational department is a garden of talent wherein hundreds of valuable seeds of education lie in the soil along with weeds a-plenty. Some leaders are so keen to banish weeds that the possibilities of the varied talent all through the system are never realized, but remain dry seeds in dry dust. It stands to reason that the sum of the brains of a teaching staff, including the brains of a superintendent, ought to amount to more than the brains of the superintendent alone. Leadership, personal authority, concentrated spotlight on the head man, have kept back many a city from its money's worth of education in the schools. What we want in the superintendency is a man, not a monopolist, a discoverer who searches out and pushes along every genuine fellow-laborer who will contribute ideas for the common good. Let us have manly give-and-take in educational councils with the superintendent conscious of the fact that there ought to be many persons in the department as intelligent and as able as he. There is an innate spirit of advance in every normal personality. A superintendent suffused with a real devotion for public service will nurse that spirit, inspire it, give it scope and employment to develop a school system rich in able personalities. A narrow-minded superintendent will fear the competition of other minds, will give none of his supreme problems to other workers in the schools and will carry on what should be a democracy of public service as though it were the realm of an absolute monarch and he its Czar.

In schools and colleges there have appeared the Students' Council and other co-operative associations. The vital element of such an idea is the very American essence. We believe in

the management of their own affairs by the people themselves. We believe that to prepare the people for such management public schools were established and are maintained. We count it, therefore, a regrettable condition if any school system or any superintendent neglects to use to a large degree the form and principle of democratic government in the conduct of departmental affairs. I know the objections that are running through your minds, that the teachers are not big enough to discuss educational policy; that the teachers are too selfish to recommend an extensive improvement of the service if it brings any hardship upon them; that in many cities of the country the teachers are pulling one way and the superintendent another. But, granting all the infirmities of teachers which make the sharing of participation with them seem unduly arduous, the way to make teachers big enough to grasp big policies is to bring teachers up against big policies. The way to cure the selfishness of teachers is to bring it up against a great service demanding sacrifice. The way to stop teachers and superintendents from pulling in different directions is for superintendents when teachers are pulling toward the public benefit to pull with them. The educational work in each locality is greater than one superintendent can do. There must be a larger number of hearty people uniting for the common good. No mere scholar, no organizer, no one full of the ambition of personal leadership can get hearty and efficient service out of these people. Back of scholarship, formation of plans, and desire of leadership, is the great inspiring hope which constitutes the essence of teaching, mainly that the nation shall grow in wisdom, in loyalty, in generosity, in the great qualities of manhood. For this, scholarship has proved inadequate, organization has failed, leadership has not sufficed. Greater than all these and waited for by city after city throughout the whole nation is the incarnate spirit of manhood, a living, virile sense of the great possibilities of life, a determination to organize the agencies at hand to realize it. I yield to none in respect for the clergy, those ministers of God in a careless world preaching

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EXPLANATORY

These notes and comments on the Detroit meeting were written by the editor of the Journal of Education in two very busy days otherwise, and being in the West he could not see the proofs.

SPECIES AND VARIETIES, BY DE VRIES*

No one in this day has made such a contribution to the Origin of Species as has Hugo De Vries. It was the theory of Lamarck that "the origin of species is a natural phenomenon," of Darwin that it is "an object of inquiry," but De Vries says that "it is an object of experimental investigation."

De Vries is exceedingly anxious that no one should think that he undervalues the marvelous work of Darwin, as the following statement indicates:—

"My work claims to be in full accord with the principles laid down by Darwin, and to give a thorough and sharp analysis of some of the ideas of variability, inheritance, selection and mutation, which were necessarily vague at his time. It is only just to state that Darwin established so broad a basis for scientific research upon these subjects, that after half a century many problems of major interest remain to be taken up. The work now demanding our attention is manifestly that of experimental observation and control of species."

Darwin did not adequately explain the way in which one species originates from another. There is no foundation for the prevalent idea that evolution means that species are slowly changed into new types. De Vries has revealed to

science that new species and varieties are produced from existing forms by sudden leaps. The parent-type remains unchanged throughout this process, and may repeatedly give birth to new forms.

The failure of Newton, Lyell, Lamarck, Linnaeus, and Darwin to get a glimpse of the noblest conception of the origin of species was due to the fact that the physiologic facts concerning the origin of species in nature were unknown in their day. The best that could be done in Darwin's day was to study the experience of breeders, which was suggestive but not at all reliable. It was neither scientific nor critically accurate.

The popular adoration of Darwin was largely responsible for the neglect, not to use a stronger word, of Mendel's claim of hereditary units for the explanation of certain laws of hybrids.

At the best Darwin's principle of natural selection did not justify the claims of some of his heedless followers. It was only a sieve and not a force of nature as DeVries has amply demonstrated. It is not a direct cause of improvement. It is nothing more than a sieve which decides what is to live, and what is to die.

Every worshiper of Darwin or of Mendel, as well as every other student of science, and every one whose curiosity is quickened by all problems of descent should read "Species and Varieties, Their Origin by Mutation," by Hugo De Vries, which is the third edition of his lectures delivered at the University of California in 1904. Every work of his thrills with the revelations of scientific discoveries, but this volume is especially attractive to the student who is not familiar with the previous works of other masters in science.

SOME FIRSTS

From the Cleveland Educational Survey we glean some interesting figures. Taking the expenditure per child in average daily attendance in 1914 in seventeen cities we learn that Pittsburgh is first in four cases, and second in three.

Los Angeles is the only other city that is first more than once, and no other city is second more than once. Pittsburgh is fifth in fuel and there is a reason. It is ninth in salaries of teachers, for which there would seem to be no excuse.

Baltimore and Milwaukee run each other a close race in being near the bottom in expenses. Baltimore is at the bottom in teachers' salaries, New Orleans third and Milwaukee fourth. Los Angeles is first.

In salaries and expenses of principals Los Angeles is first, and New Orleans last, Cleveland is next to the bottom, and Pittsburgh next to the top.

In the superintendent's salary and expenses Pittsburgh is first, Boston second, New Orleans last and Minneapolis next.

In salaries and expenses of supervisors Indianapolis is first and Pittsburgh second, New Orleans last and San Francisco next.

Based upon expenditure per inhabitant for

* "Species and Varieties, Their Origin by Mutation." By Hugo De Vries. Edited by Daniel Trembly MacDougal. Cloth. 860 pp. Price, \$5.00. Chicago: Open Court Publishing Company.

school maintenance, Los Angeles is first, Boston, second; Newark, third; Washington, fourth. At the bottom of the list is New Orleans, and Baltimore is next. Los Angeles expends \$8.45 per inhabitant, and New Orleans, \$3.04; Boston, \$7.52; Newark, \$6.94; Baltimore, \$3.37.

Based on property valuation Newark is first, \$7.03; Jersey City is second, \$5.52; Buffalo third, \$4.95; Kansas City fourth, \$4.75. At the bottom is San Francisco, \$1.51; next Baltimore, \$2.70.

For four years, 1910-1914, San Francisco was first in the amount put into new buildings, grounds and equipment; Buffalo second, Boston third. At the bottom was New Orleans and next was Indianapolis.

In the fewest children per teacher Los Angeles leads with an average of 27; Buffalo is second with 28; Washington is third with 28.6. At the other end of the line Jersey City has the largest number, 38.4; St. Louis, 38.3; Cleveland, 37.4; Cincinnati, 29.4.

In the small number of students per teacher in the high school, Los Angeles is first, 18.1; Washington, 18.3; Milwaukee, 18.6; Pittsburgh, 18.6.

ANTI-SORORITY VICTORY

The High School Sorority Girls lost their case against the Topeka Board of Education in the Kansas court.

The decision states in part:—

"The statutes of this state place the government of the public schools in cities of the first-class in boards of education, and give them the power to make all necessary rules for the government of such schools. They provide for a superintendent who shall have the charge and control of the public schools of the city, subject to the orders, rules, regulations and by-laws of the board, and from the orders of the board the law provides no appeal.

"In 1907 the legislature made it unlawful for high school pupils to belong to any secret fraternity or organization whatsoever that is in any degree a school organization, and empowered boards of education and trustees of county high schools to deny any student who shall violate the provisions of said act, all the privilege of such high school, or to expel such student for failure or refusal to comply with its requirements.

"There is no question involved in this case of the right or power of the school authorities to suppress sororities and fraternities, or substitutes therefor. This is conceded. It is conceded also, for the purposes of this case, that the existence of such organizations is harmful to the public schools and that the law of the state and rules of the school board relating thereto should be enforced. There is, therefore, in this case no question open for consideration as to the policy, or wisdom, or validity of the state law, or the rules of the school board."

MILLER AND PEARSON

Ohio had a lightning change caused by the death of Edwin J. Brown, superintendent of Dayton. Hon. F. W. Miller, state superintendent for several years, who was a principal in Dayton when elected to the state office, returns as superintendent, and F. B. Pearson is appointed state superintendent.

Mr. Miller has seen more really advance legislation in school affairs, more sweeping changes, than has any other state superintendent.

Dr. Pearson is one of the most popular educators in the state and one of those sanely progressive men with whom neither wing of men with past and future views is really at variance. He knows the schools of the state in every section and in every phase, lower and higher. While he has decided opinions he is not opinionated; while he is naturally conventional he is not conservative; while he is a good party man he is not educationally partisan; while he has intense friends he has not been making enemies.

The selection by Governor Willis is one that will be approved by most school men regardless of political affiliation or educational and religious differences.

BEST OF GEOGRAPHY AND ENGLISH

One of the best plans that we have seen for "testing" the ability of eighth grade pupils to use what they know of "how to learn geography" and their skill in telling what they learn is shown in the work done in Ventnor City, New Jersey. Halliday R. Jackson, principal of an elementary school, wrote the following letter to the eighth grade. The pupils sent him an answer the next day. They were expected to consult all possible books and to seek information from any persons who could enlighten them. They were to take notes of what they learned and from these "notes" they answered the letter which follows:—

Ventnor City, N. J.,
February 10, 1916.

To the Eighth Grade:—

I am planning a trip to Detroit. To what books can you refer me giving information concerning Detroit? Please state the page in each and the important points covered.

What institutions should I visit? What industries should I see? Is it merely by chance that these industries have been located at Detroit?

How shall I go to Detroit? What will be the advantages of the route which you suggest? What will be the character of the country through which I pass and how can I arrange my traveling so as to see much of it? What are the important industries along this route and what cities are centres of each?

An early answer will be appreciated.

Very truly yours,

Halliday R. Jackson.

If any one has seen a better way to encourage children to use their intelligence in learning something and to effectively use their ability to have others profit by their acquired knowledge we shall be pleased to know of it.

TORONTO SCHOOLS

By far the most searching study of any school affairs for the last ten years is that made by the Bureau of Municipal Research of Toronto. The facts are complete and the spirit in which they are presented is not captious. The avowed purpose in presenting these facts is to make the people of Toronto think about their schools, and there is no doubt but that this end will be attained. These ten pages mean more and are likely to achieve more than any 100 other similar pages we have ever seen.

THRIFT IN LITTLE ROCK

Little Rock, Arkansas, comes near leading all America in the skilful promotion of Thrift. Superintendent I. C. Hall has been the inspiration of the great movement, which has already led more than sixty per cent. of the pupils of the city to open bank accounts, either in school savings banks or in city banks. Mr. Hall has received more than 4,000 statements from pupils as to how they have earned money and their purpose in earning and saving money.

In December Mr. Hall's efforts were nobly seconded by the business men of the city, who financed a movement which brought Professor P. G. Holden and C. W. Farr of Chicago, of the International Harvester Company, for a Thrift Campaign. Mr. Farr, who is eminently practical and highly inspirational, remained for six days, holding thirty-six meetings, addressing 6,385 pupils.

The addresses were adapted in application to the various ages of the children, but Thrift was the watchword everywhere. The three slogans always emphasized were:—

Plan something with parents, with teachers, with each other.

Make something. Make money. Make prosperity. Make character.

Save something. Save money. Save energy. Save people.

Mr. Farr's illustrative incidents and explicit directions will never be forgotten by the boys and girls, teachers and parents who heard him. Superintendent Hall magnifies regular daily work but he is sure that this is greatly advanced when the school inspires and leads the children to achieve things independently out of school. He also believes that there should be some tangible and valuable results from their thought, purpose and labor.

USING THE OLD SCHOOLHOUSE

The coming of the consolidated school or the erection of any up-to-date building for schools makes an opportunity for some exceedingly good community work by turning the abandoned schoolhouse, without great expense, into a meeting place for all kinds of community gatherings. It is not only an attractive and popular feature, but is of great definite service as well.

THE WILLCOX SURPRISE

President William G. Willcox of the New York City Board of Education has surprised all of his critics by coming out emphatically for an increase in teachers' salaries and by locking horns with the Board of Estimates as to the money provided for the schools.

WILLIAM C. COLLAR

William C. Collar, who died at Waban, Newton, Massachusetts, on February 27 at the age of eighty-three, was for half a century one of Boston's prominent educators. No other schoolmaster in the city occupied a higher place in scholarship, in education, in the profession, in public esteem than did he. As principal of the Roxbury Latin School he was a great teacher, as member of the Boston Board of Education he was a notable leader, as member of the Harvard Examining Committee he demonstrated high scholarly rank, and he championed with superb skill both tenure of office and pension measures on all occasions.

THREE MONTHS

An office associate recently came across this paragraph:—

"In fifty-three weeks, ending January 1, 1903, Dr. Winship traveled, in connection with lecturing, mostly educational, more than 50,000 miles, lecturing in twenty-eight states, traveling in thirty-three states, four provinces and three territories. Even for Dr. Winship, this a record-breaker."

That must have seemed remarkable twelve years ago, and yet from September 20 to December 20 in 1915, Dr. Winship traveled 18,000 miles and in thirty-three states—in as many states as in the entire year 1903, and at the rate of 72,000 miles a year. This is probably the largest mileage he has ever traveled or is likely ever again to travel in any three months. It takes an unusual combination of circumstances to make it possible to make such a lecture tour as this.

Meyer Bloomfield, director of the Vocational Bureau, Boston, is to be also head of the new course on Vocational Training in Columbia University, being there two days in the week after September. This is the most notable recognition of this cause and of Mr. Bloomfield that either has received. It is also one of the greatest opportunities that has come to any one along the new lines of education.

Whatever else may happen as a result of the overturn in the New York Board of Education, it is entirely clear that it leaves Thomas W. Churchill free to enjoy his art of scoring brilliantly those responsible for the overthrow.

New questions that may have unexpected results are: "Does the candidate for the Board of Education, state or national, send his children to the public school? Was the candidate educated in the public schools?"

THE WEEK IN REVIEW

AN UNEXPECTED CHALLENGE.

If the barely-quelled revolt in the House of Representatives against the President's international policy was a surprise, the President's letter to the ranking member of the House Committee on Rules, asking a vote as speedily as possible upon the resolutions which had been put forward to embarrass him was still more unexpected. It amounted to a direct challenge to his critics to do their worst, in order that the country and the world at large might know whether or not he had the support of Congress. In this letter, which was quite without precedent, he told Congress plainly that the report that there were divided councils in Congress over the foreign policy of the government was being used for mischievous purposes in foreign capitals; and that, although he believed the report to be false, so long as it was anywhere credited, it could not fail to do the greatest harm, and expose the country to the most serious risks.

A REVERSAL OF POLICY.

President Wilson's letter involved a sharp reversal of policy. Through the previous week, his friends in the House had exerted themselves to prevent a vote upon the resolution warning Americans not to travel upon armed merchantmen. They had succeeded, though with difficulty. The President's demand for an immediate vote upon the resolution, in order that it might be made clear, by its defeat, that Congress was standing behind him, threw them into a kind of panic, which was intensified by the irritation occasioned by the fact that the President had made the tactical error of addressing the Committee on Rules instead of that on Foreign Affairs. It is highly unfortunate that this division should have arisen at the precise moment when the crisis over the new submarine policy was most acute.

CONGRESS STANDS BY THE PRESIDENT.

By the emphatic vote of sixty-eight to fourteen, the Senate voted to table the Gore resolution warning Americans not to sail on armed merchantmen; though the issue was somewhat clouded by the fact that the resolution had been amended, at Mr. Gore's own motion, so that an attack without warning on an armed merchantman resulting in the death of Americans would be considered a "just and sufficient cause for war with Germany." As thus amended, Mr. Gore himself voted against the resolution; and the vote was less significant as an endorsement of the President than the tabling of the resolution in its original form would have been. But in the House, the issue came directly on the tabling of the McElmore warning resolution. The House Committee on Foreign Affairs, by a nearly unanimous vote, recommended the tabling of this resolution; and the House, acting on this recommendation favorably, practically aligned itself behind the President. But the discussion has done great

mischievous and leaves a good deal of bitterness behind.

THE BATTLE OF VERDUN.

The battle of Verdun—not yet decided after two weeks of nearly continuous fighting—promises to pass into history as one of the most obstinate and sanguinary of the present war. It has had its ebb and flow—the Germans being reported successful one day, and the French as repulsing them the next. The German attack was made—under the personal supervision of the Kaiser—with that disregard of immediate losses which characterizes Teutonic tactics, one mass of troops after another being hurled against the defensive works. From the confused and conflicting reports, about the only fact that can be determined with certainty is that the German losses have been on a prodigious scale—out of all proportion to the advantages won. The French and English forces have withstood the attack bravely, and there are no signs of panic on the side of the Allies.

PORTUGAL ON THE EDGE OF WAR.

The Portuguese Government has requisitioned thirty-six German and Austrian vessels which had been lying in the Tagus River, and has put them under the Portuguese flag; and it has also taken in charge in the same way eight German steamships which were lying in the harbor of St. Vincent in the Cape Verde Islands. There are said to be eighty German and Austrian vessels in other Portuguese ports which, it is expected, will be similarly treated. The Portuguese Government is at pains to explain that it has not confiscated the ships which it has seized; but it amounts to about the same thing and comes near to being an act of war. Portugal is an old-time ally of England, and has rendered some services in the movements in Africa. It looks now as if she had no fear of German "frightfulness."

UNGRATEFUL STRANDED AMERICANS.

It will be remembered that, when the great European war broke out in August, 1914, thousands of Americans were stranded at different points in the belligerent countries, especially in Germany and Austria, unable to realize upon their checks or to obtain money to pay for transportation homeward. The United States came to their relief, and Congress appropriated \$2,750,000 as a fund from which loans might be made to them. Most of them, when they returned to this country, redeemed their obligations; but a good many of them seem to have thought it a good opportunity to "do" their benevolent Uncle Sam. Months ago, a list was published of more than 2,000 Americans who had failed to repay the Government. Now the Government is very properly suing the delinquents, and the first case has been entered at New York.

THE SUPERINTENDENT AS THE LAYMAN SEES HIM

[Continued from page 265.]

the gospel of a clean and happy life. But yours is a ministry which gives you mankind in the making. Twelve times as long as to the clergyman, you have the minister's flock each year in the schools. In your hands is the rearing and culture of men. The makers of our free school conceived this to be its work and not the delivery of that cut-and-dried curriculum of yours which goes by the name of an education. I do not conceive your main business to be the question, "what is the Boston course of study?" or "what does Cleveland teach?" But I do know that in your own town there is waiting for an answer the query: "What are these children around me? What are the possibilities before them? What are the forces of manhood and womanhood by which they shall realize their destiny? How can I help these forces grow? How guide them aright?" We may no longer close our ears to these demands and salve our souls with the unction that we are doing what Boston does and with as much success. The business of a superintendent is not now to keep in motion the old machine that came over in the Mayflower, a pattern of the thing that pol-

ished the sons of gentlemen in the days when knighthood was in flower. A superintendent is not a tale that is told, but an agent of a better tomorrow. His mission is not to prove that Horace Mann was right, but to propound anew to the best minds in his own town "What is the most we can do for these children?" It means the breaking of old ties, the surrender of fond memories, the abandonment of assumed omniscience, the adoption of humility and willingness to learn, bravery to advance, audacity to hazard new adventures, courage to take one's commission in one's hand and to risk it among carpers and cavilers such as have obstructed progress since creation's dawn. Oh, it is inspiring to be a school superintendent in 1916! There never was a time when a real one was greater in demand. If he will cease to be content with forms and will give himself, both heart and soul, to the pursuit of that end which the best vision of the best thinkers of '76 conceived, a sustaining spirit will come within him driving out all pettiness and weakness whatever that has at any time brought any superintendency into contempt. He will, by this devotion and this service, feel himself to grow and to remain in the full stature of a man.

TO WHOM IS THE BOARD OF EDUCATION RESPONSIBLE?

BY A. E. WINSHIP

Too much emphasis can never be placed upon the significance of the public school system in the United States, but we assume it now and here rather than emphasize it because we wish to emphasize the fact that the Board of Education is the basal principle of the American public school system.

We say so much about the teacher, the superintendent and the school books that we appear to forget that back of them all, beneath them all, above them all is the Board of Education, upon which, all too often, we heap all sorts of abuse.

It is true that a school consists of a teacher, textbooks and pupils, but in America there would be no teachers, no textbooks, no schoolhouse, no equipment, nothing out of which to make a school but for the Board of Education by whatever name you may designate those who administer the funds that are tax-raised.

The American public school system rests entirely upon public moneys. The schools must be free, they must be public. "All the children of all the people" must be educated to the end of the limit without money and without price so far as the children and their parents are concerned. Ultimately there will be for all children free schools, elementary, high, college and university, for any phase of vocational and cultural training desired by anyone.

The tax payers will not raise \$1,000,000,000 a year for education without selecting those who are to say how it shall be expended. The pub-

lic will insist that the public shall have its say as to how the money they raise shall be expended.

This is the distinguishing feature of a genuine Republic. The Kaiser does not have to consult the tax payers, neither does the Czar, but in America, directly or indirectly, sooner or later, the people call to account those who handle their money.

So far as the public schools are concerned the Boards of Education, directly or indirectly, have the first word and the last, as to the use of tax-raised school moneys. Doctrinarians may quarrel as to the desirability of having experts, pure and simple, handle the funds and direct how it shall be used, but they will achieve so little in our day that we may assume that Boards of Education will stand sponsor for the use of these moneys.

From rather unusual opportunities of knowing school boards in action we have no patience with the too common practice of abusing Boards of Education as being too slow, or too cranky, or too selfish, or somewhat crooked.

There are a quarter of a million men and women a year on Boards of Education and not one man a year is convicted of crookedness, which is a better record than is made by legislators, congressmen, post-officials, doctors, lawyers or clergymen.

If you say there are scandals that you believe but cannot prove, the answer is that this is equally true in every office-calling occupation, trade or profession. Not one member of



WILLIAM C. BAGLEY
School of Education
University of Illinois



HENRY SNYDER
Superintendent
Jersey City



KATE D. BLAKE
Principal P. S. No. 6
Manhattan, N. Y.



LOTUS D. COFFMAN
School of Education
University of Minnesota

a Board of Education in 500,000 is ever even indicted for crookedness.

We assume, therefore, that these members of Boards of Education are as intelligent, as devoted, as honest as any class of people entrusted with any official responsibility and nothing hereafter said is to be construed as insinuating any distrust of Boards of Education as they are.

But honest men may have wrong points of view. Indeed, all progress consists in getting our attitude adjusted or re-adjusted to new conditions, new convictions, and, to our thinking, Boards of Education have, by tradition and inheritance, had an entirely wrong conception of their responsibility. It is this wrong conception that is responsible for most of the mischievous criticism of these boards.

The traditional assumption is that Boards of Education are chosen primarily to prevent the spending of the people's money, that their business is to put on brakes, to make it difficult for superintendents and other school officials to get money for school use. Almost without exception so far as our observation has gone Boards of Education often try to find ways and means to prevent teachers from getting influence that might increase their salaries. This is not due to a lack of sympathy with underpaid teachers but is due entirely to the inherited tradition that it is the first duty of these Boards of Education to prevent increase of taxes for school purposes.

Unless this attitude can be changed it makes no appreciable difference whom we elect to Boards of Education, men or women, experts or philanthropists. This is borne out by the fact that an ex-teacher or a teacher resident in a city where he does not teach is often the narrowest minded man or woman, financially, that can be selected. Tradition is stronger than habit or experience.

The Board of Education is elected by the people to look after the interests of the children and *to do that alone*.

When Congress established a Department of Labor, and Secretary William B. Wilson was appointed and Louis F. Post was made assistant secretary, employers of labor rushed to the

office to congratulate them upon their appointment, but more especially to assure them that employers of labor felt that they were to be themselves congratulated that such eminently fair-minded men were to sit in judgment.

To their amazement they were assured that they entirely misunderstood the situation. The Department of Labor was not to sit in judgment, was not to arbitrate, but was to do everything in its power to better the condition of labor, just as the Department of Agriculture is on to its job first, last and all the time for legislation, appropriations and other activities for the good of farmers. That Department has no fear that it will ask for too much of anything for anything. "So," said Messrs. Wilson and Post, "we shall have an eye single to the advantage of the toiler."

No educational appropriation will ever be made that is not opposed by men employed or elected for the sole purpose of preventing appropriations. It is the business of the Board of Education to think only of the child. It is the business of the Board of Education to get as large appropriations as can be wisely used for the good of the children, for schoolhouses, for equipment, for textbooks, for teachers. Boards of Education are expected, are required by common sense and conscience to get as adequate and as modern buildings and equipment and as efficient teaching as money can buy, as they can get the money to buy.

True, the boards are elected by the tax payers, but not to save money. Every law providing for the election of such boards specifies that they are elected to provide school privileges for "all the children of all the people." No law was ever passed that stated that these boards are elected to prevent the use of money, to put on the brakes, financially.

Whoever is elected on a ticket that virtually pledges a candidate to serve in the interest of the tax payer instead of in the interest of children is virtually doing an unlawful act, is trying to thwart the purpose of the law.

It ought to be possible to indict such a man for contempt of legislation, at least for conspiracy

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to defeat the ends of the law. Any party or organization or group of citizens who should run a candidate on the issue of serving the interests of the tax payer should be indictable for conspiracy to defeat the purposes of the law.

The mayor and the city council are expected, officially and traditionally, to guard the treasury, but the Board of Education is expected by specific law to get all the money that can be used advantageously for the good of the children.

It is not alone the cheapness-cry of the voter that is traditionally vicious. The anti-child-welfare phase of the voters' tyranny has many features that are sometimes more seductive and more malicious and all unlawful.

It is not at all uncommon for board members to be elected to locate a schoolhouse in a given section out of spite against some other section of the district, or to oust a superintendent who has said or done something with no relation to education that arouses prejudices of a given set of people, or to depose a principal who has offended some influence or sect, or organization.

Any such campaign, any such pledging of a candidate, any action based on such a pre-election pledge is definitely, deliberately, emphatically unlawful and should be indictable.

Members of Boards of Education are responsible first, last and always, everywhere, at all times to the children and to them alone. Locating, planning and contracting for a schoolhouse is for the children and is not for the advantage of any architect or contractor, local or non-local. All arrangements of seating, equipping and appointing a school building from lavatories and laboratories to libraries are for the advantage of children and for them alone.

The selection and retention of superintendent and teachers are solely for the best good of the children, not from the standpoint of the expert but from the standpoint of choosing experts where experts are needed.

And nowhere is the common sense of a Board of Education put to a severer test than in skillfully avoiding the sacrifice of children on the altar of those experts who would sacrifice everybody and everything to a doctrinaire's theory.

Boards of Education have the greatest of all responsibilities in American official life. They have America's future in their hands as have no other class of Americans. On the lower side they must protect the men and women of tomorrow from the civic pests of cheapness and narrowness, prejudice and spite of today which has been inherited from yesterday.

On the other side they must protect the men and women of tomorrow from the conceited dreamers of today.

To the members of Boards of Education alone is given the opportunity to get the right perspective of the child in the schools as he is jeopardized by the conservative of yesterday and the zealot of today while trying to plume his wings for the opportunities of tomorrow.

WHAT IS EDUCATION? By Ernest Carroll Moore. Boston, New York, Chicago: Ginn & Co. Cloth. 356 pp. Price, \$1.25, and an Outline Study to use with the book, 10 cents.

Dr. Ernest Carroll Moore, professor of education of Harvard University, has known the perplexity and satisfaction of teaching a country school, the trials and triumphs of the superintendent of a great city like Los Angeles, whose schools he made famous, the hopes and fears of an inspector and leader of a state's high schools, the tests and terrors of an "Inquiry" into efficiency and inefficiency of an educational system, and the luxury of the quiet life of a student and professor of education in the most luxurious university in the New World. Every experience of boy and man, of teacher and superintendent, of "Inquirer," student and professor has made its contribution to the making of this wholesome, scientific philosophical book, which is literally of the schools, for the schools, by a product of the schools.

In the final analysis, all education is self-education, and the chief virtue of this book is that it tempts the reader to do his own thinking, that it never makes one feel as though the author has said the last word, but merely the first word of subjects upon which the reader must say the last word. It is an ideal study of the examples and problems which every one must perform and solve for himself before he is in any sense an educator.

COMMUNITY CIVICS. By Jessie Field and Scott Nearing. New York: The Macmillan Company. Cloth. Illustrated. 270 pp.

No one has better demonstrated the right to write upon "Community Civics" than has Jessie Field, former county superintendent of Page County, Iowa, and no one has more ardently championed the cause of civic and social improvement than has Scott Nearing, and this book is the latest word of each of them and the best of anyone in this line of activity.

From the standpoint of patriotism in the sense of highest loyalty to the deepest interests of America and from the point of view of the home, the school and the church, of the parent and the child, this book on "Community Civics" is a notable combination of philosophic courage, social sanity, and clear vision.

Here is to be found the first adequate suggestion of the fact that the local district is the civic, socially educational unit for the construction of every phase of county, state and national nobility.

This is a book that should be read by every farmer, by every teacher, by every country child above ten years of age. It is as inspiring as a Gospel appeal, as instructive as a scientific bulletin, as interesting as a story.

THE MERRILL READERS: Fourth Reader. By Franklin B. Dyer, superintendent, Boston, and Mary J. Brady, primary supervisor, St. Louis. With illustrations by Rhoda Campbell Chase. New York: Charles E. Merrill Company. Cloth. 320 pp. Price, 52 cents.

The Fourth Reader is the most difficult of all readers to edit. The pupil is supposed to have learned to read. Theoretically he has learned to read. The Primer and First Reader are easy to make. There is no pretence that the children have learned to read. They are helped at every stage. The words are carefully taught before they read them. Only the words of a given lesson are taught. The vocabulary is established orally before it is used in print. There are endless devices for introducing the child and the book vocabulary. The new words are counted and there is not a great difference in the entire range of Primers and First Readers. In the Second and Third Readers the vocabulary is carefully guarded. The new words are carefully watched. But in the Fourth Reader, as a rule, caution is thrown to the winds and children are expected to learn through reading. This book is most skilful in making the transition. Apparently, there is not a sentence in the book at which a child will stumble. No child ever gets any thought from a sentence if it is above his vocabulary. The reading must be easy so that the thinking will be clear. The lessons must be such that the child does not have to translate words as in a foreign language.

Dr. Dyer and Miss Brady seem to have made the ideal Fourth Reader, in which every sentence can be read without mental strain, in which the vocabulary widens as in the First, Second and Third Readers, and yet there are sixty lessons, in each of which the children will be genuinely interested, and each of which introduces the children to something they will want to know as

long as they live. Everything is for the child as he is with a vision of the older student he is to be. Nowhere else have we seen Robin Hood or Robinson Crusoe presented in as fascinating and illuminating a way as here. The eighteen pages of suggestions strike a happy medium. The Word List will help the slowest child to just what he needs to know about the words that are above him, and the pronunciation of proper names is of inestimable value.

PUBLIC SCHOOL ADMINISTRATION. By Ellwood P. Cubberley, Stanford University. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 470 pp. Price, \$1.75, postpaid.

There are few phases of an editor's life quite so disheartening as to attempt to notice a book of such a scope and value as this on "Public School Administration." Each of the twenty-nine chapters deserves an extended notice as we can give to them as a whole. The only critical criticism we have any inclination to make is that the book itself is appalling. If a professor in a normal school or in a department of education should take this as a textbook what time would he or the class have for any other work. On the other hand, if the student does not have this special book there are a multitude of indispensable facts and references which he will need desperately.

It is a book without which no one can write or talk, or think intelligently about the public schools as they are and as they should be.

It is a real study of real conditions and it is an ideal presentation of ideal conditions without being so real as to encourage pessimism or so ideal as to make it impossible to make the real ideal.

A TRIP TO SOUTH AMERICA. Exercises in Spanish composition. By S. M. Waxman, Ph.D. (assistant professor of Romance languages, Boston University). Boston: D. C. Heath & Co. Cloth. 100 pp. Price, 50 cents.

This book contains a series of twenty-five exercises in Spanish composition for students in high schools and colleges who have mastered the elements of Spanish grammar. The lessons present a connected story in the form of conversations between a young business man and a college instructor. The two friends first plan their trip and then visit in turn Rio de Janeiro, Buenos Ayres and Santiago de Chile. The model text is written in real Spanish, introducing current idioms and the vocabulary of every-day speech, but it is purposely not so difficult as to destroy its value as a basis for composition. Each exercise consists of a page or two of text, a short drill on one or more irregular verbs, introducing short colloquial phrases containing simple idioms, and a connected English passage for translation into Spanish which is kept close to the original so as to retain its Spanish flavor. The topics of some of the chapters will give an idea of the nature of the text: "At the Club," "A Visit," "On the Telephone," "A Dinner at Home," "At the Library," "Clothes," "The Trunk," "A Breakfast at the Hotel," "In the Restaurant," "In a Café," "At the Theatre," "On the Train," etc., as well as descriptions of the places visited. Besides the usual vocabularies, the editor has provided a valuable appendix of irregular forms of irregular verbs, which contains a mass of data systematically and compactly arranged.

Professor Waxman is to be commended for making available so much new, intrinsically interesting and pedagogically effective material for Spanish composition—a field which has long needed skilful cultivation. The use of his book can do much toward the development of the much-desired "Sprachgefühl."

SEVENTY-FIFTH ANNIVERSARY OF THE STATE NORMAL SCHOOL, BRIDGEWATER. Illustrated volume of proceedings. Price, cloth, \$1.00; paper, 50 cents.

WHO'S WHO AT BRIDGEWATER. Price, paper, \$1.00.

Address Arthur C. Boyden, Bridgewater, Mass.

The celebration of the anniversary on June 19, 1915, was successful in every detail, and as a result Principal Arthur C. Boyden, on behalf of the Alumni Association, has issued two volumes of surpassing interest to all alumni and friends of the school, of great value to all students of education, and indispensable to all educational libraries.

ENGINEERING AS A CAREER. Edited by F. H. Newell, professor of civil engineering, University of Illinois, and C. E. Drayer, secretary of the Cleveland Engineering Society. New York: D. Van Nostrand Company. Cloth. 226 pp. Price, \$1.00.

"Engineering as a Career" is a series of papers by eminent engineers and public workers which present for the guidance of youth and their advisers some of the facts usually hard to obtain concerning engineering as a life work. Over a score of engineers and experts prominent in the United States have written separate articles telling what they believe are the personal and educational qualifications required for success and what opportunities await the young man who chooses engineering as a career. The inspiration for the book came in response to numerous inquiries from high school teachers and others who are frequently called upon to advise young men in their choice and preparation for a professional life. It was found from experience that many youth who planned to study engineering had only the most hazy ideas of what is involved, nor were their teachers and parents much better informed.

The book should prove of special value to professional advisers in vocational guidance work and to parents who have the opportunity of continued observation and intimate acquaintance from which may be learned the aptitudes of their sons.

HEALTH OF THE SCHOOL CHILD. Health Education Series, No. 28. By Robert W. Hastings, Brookline, Mass. Health-Education League, 8 Beacon street, Boston. \$1.00 membership entitles one to the thirty-one booklets. Cost of "Health of the School Child" is 6 cents.

We know of no greater service to a local community, to individuals, to citizenship, to humanity for the money required than that rendered by the Health-Education League, 8 Beacon street, Boston, Dr. Dudley A. Sargent of Harvard, president, and George H. Cate, secretary. The thirty-one booklets already published, of which in some instances more than 10,000 copies have been distributed, are the latest word on each subject scientifically, patriotically, and educationally. No school should be without the complete set.

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NEW ENGLAND STATES.

NEW HAMPSHIRE.

APRIL.

MARCH.

- 4-11: National Baby Welfare Campaign Week. Under direction of the General Federation of Women's Clubs and the United States Children's Bureau, Washington, D. C.
- 10-11: Eleventh Conference of the Schools of Vermont with the State University, Burlington. J. F. Messenger, University of Vermont, Burlington, director.
- 10-11: New Jersey Council of Education, Newark.
- 13-18: California Teachers' Association (Central Section). Superintendent E. W. Lindsay, secretary.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: Tenth Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 24-25: North Central Association of Colleges and Secondary Schools, La Salle Hotel, Chicago.

31-April 1: Brown University Teachers' Association, Brown University, Providence. Walter Ballou Jacobs, secretary.

- 6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.
- 6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.
- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.
- 16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.
- 19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.
- 20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.
- 21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.

PORTSMOUTH. The Rockingham County Teachers' Institute held in the high school building here last week had an attendance of more than 600. The program for the elementary section included talks on Nature, handwriting and spelling by Mr. Whitcher and Mr. Butterfield of the State Department of Public Instruction and by Superintendent Record of the Somersworth-Newmarket District. Although time was lacking in the morning, State Superintendent Morrison was not allowed to omit his talk on silent reading, which was enjoyed in the afternoon.

Headmaster D. W. McLean of the Berlin High School spoke first in the secondary section. He told of practical commerce work in Berlin, where the closest co-operation is maintained between the high school and community activities. The pupils there keep the accounts of the city education department, checking up their work with that of the city clerk; a high school savings bank is carried on for all the public school pupils, and checks drawn upon this high school bank are honored by all the merchants. Recently one of these checks passed through the Boston Clearing House; the commercial law division is regularly addressed by lawyers and business men, the school often appealing to the counsel of the Berlin Mills to explain practical points and meeting with ready response.

Headmaster Walter M. May of
Lisbon High School conducted a
class demonstration. A volunteer

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Sanitary Engineering.....by R. Winthrop Pratt
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COMMENTS

I feel sure it will be of great assistance to parents and young men.

Prof. Chas. D. Marx, Leland Stanford Jr. University.

The volume is worthy careful reading.

Prof. W. F. M. Goss, Past President Am. Soc. M. E.

This book would serve to clear up many uncertainties in the student's mind and I should like to see it in the hands of every engineering student.

Prof. John R. Allen, University of Michigan.

I believe it ought to do a great deal of good.

C. W. Baker, Editor-in-Chief, Engineering News.

I hope that some day my small son will read and profit by it.

John Younger, President Engineering Society of Buffalo.

Filled with matter highly important for students of engineering.

Prof. S. M. Tucker, Brooklyn Polytechnic Institute.

I think the book will be of interest to high school boys and to engineering college students.

Prof. Ira O. Baker, University of Illinois.

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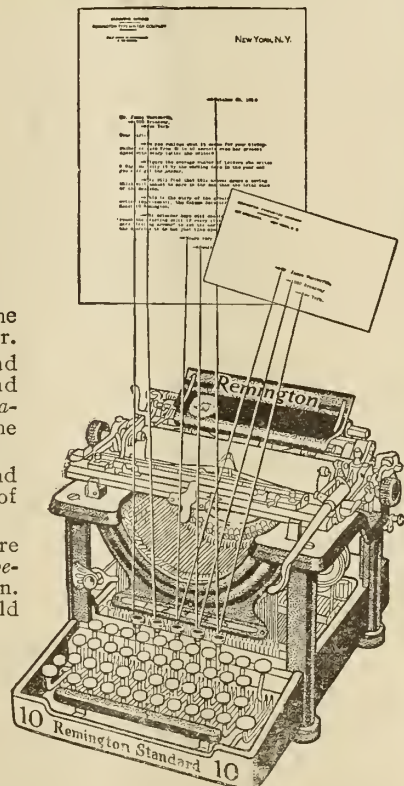
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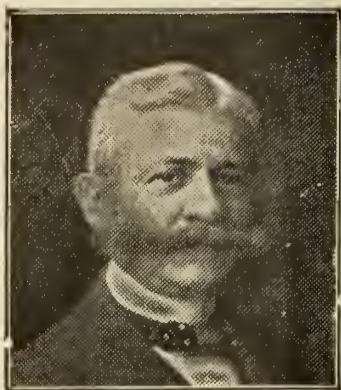
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class of twenty local high school freshmen who had never taken French were given a first lesson by the direct method. The demonstration was convincing. The children were on the stage and the performance held the rapt attention of the audience.

The statements of State Superintendent Morrison, especially in regard to home work assignments and the teaching of literature, were radical. Mr. Morrison set up large ideals, which, he stated frankly, he did not expect to live to see in operation, but which we shall surely come to.

Mr. Butterfield made an eloquent appeal for "The Detormalization of Education." He believes many of our present ideas and methods to be now as futile and useless as the small buttons on the cuffs of our coats which once served a useful purpose. His ideas about Latin were interesting. First, Latin was studied because it was spoken and read; then, because it was the court language and the language of diplomacy. When it was no longer used thus, Latin was studied for the "mental discipline" which it furnished. Our present excuse for it, averred Mr. Butterfield, is that it helps with our English. Although not everyone could agree with Mr. Butterfield that the "solid phalanxes of Latin cells lined up" in his brain as he was speaking were helping him one whit in his speech, his point that Latin teachers should lay greatest emphasis upon Latin reading for getting at the thought and life and ideals of a mighty people was well taken.

The inspirational effect of this teachers' institute can scarcely be overestimated.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

NEWARK. Efforts are being made to secure an October session of the State Teachers' Association in this city. The annual session will be held in Atlantic City in December as usual.

March 11 was the date of the celebration of the twentieth anniversary of the State Teachers' Retirement Fund, the celebration being held in this city.

PENNSYLVANIA.

PHILADELPHIA. The Philadelphia Teachers' Association, representing 5,000 members, solidly backed a petition to the Board of Education to eliminate all one-day holidays throughout the year and substitute a week's vacation prior to Easter. The petition, which was referred to the elementary schools committee, reads as follows:—

"The Association feels that the physical welfare of both pupils and teachers warrants a recess of one week in the spring. The absence of teachers, due to physical weakness, steadily increases from September to April, reaching a maximum of almost fifty per cent. higher in the latter month.

"As it is a well-established fact that the one-day holiday is disturbing in its effect on the school, and is a serious economic loss to the system, we would suggest that Good Friday, Easter Monday, Washington's Birthday, Lincoln's Birthday, Memorial Day and other one-day holidays be celebrated by patriotic

exercises in the school buildings, but not made times of absence from school. It is our thought to suggest that week immediately preceding Easter would be a very suitable time for a week's recess, entailing least loss of time."

Extension of the work carried on at the swimming centres conducted by the Board of Education, until the time arrives when every child in the city will be able to swim at the end of its school life, is recommended in a report submitted by William A. Stecher, director of physical education in the public schools, to Dr. John P. Garber, superintendent of schools.

From their inception in 1911, when six centres were opened, to the summer of 1915, when sixteen centres were in operation, the growth in popularity of the swimming classes conducted by the Board of Education has been rapid, Mr. Stecher reported.

Last year there were 4,090 children, just entering the fifth grade, enrolled in the classes. Of this number 2,016 learned to swim, according to the report. The total expense of maintaining the classes at the various points was \$3,219.34, and the average cost per pupil, based upon the number enrolled, was only eighty cents.

Of the number of children from the public schools, taking swimming lessons, 1,547 were boys and 1,903 girls. There were 234 boys from parochial schools and 406 girls from the same source, enrolled also.

During the five years 12,781 boys and girls have been enrolled in the classes, and of this number 8,054 learned to swim.

READING. Through Miss Eleanor Sander, a teacher in the Girls' High School here, 150 girls, nearly one-third of the school, are maintaining a correspondence bureau with a similar number of girls in Leipzig, Germany. The Reading girls write in German and the German girls use English. Daughters of physicians, merchants, clergymen and other occupations and professions in Reading correspond with the daughters of men similarly engaged in Leipzig.

The letters are censored in Germany, and for that reason they are sent unsealed, both from Reading and Leipzig. Each pupil is registered at a cost of six cents, Miss Sander laying this fee to the Leipzig Exchange which first suggested the idea. Each writer is required to tell her correspondent of the errors in spelling, grammar and diction that the other makes, and many of the letters are read in school.

STATE COLLEGE. The champion boy corn grower in Pennsylvania is Walter Hess of Blair County. He produced ninety-five bushels of shelled corn to the acre and showed a net profit of \$46.64 to the acre. There were some other boys and girls who raised a larger quantity of corn to the acre, but they did not reach such a high profit, and this is the sole object of farming. Young Hess has written the story of how he grew this crop. It may be interesting to other boys and to the rural population, generally. He says: "I was very careful in selecting my seed corn. My corn was preceded by the four-year rotation of oats, wheat, grass and corn, so I had a sod field for my crop. I cov-



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ered my acre with manure in December, then I plowed it in April; after harrowing it four times, I thought my seed bed was sufficiently fine and solid. I planted it in the latter part of April with a double-row planter, which dropped the grains thirteen inches apart and four inches deep, and the rows spaced at three feet, two inches apart; this took about four quarts of corn. I also applied a quantity of commercial fertilizers, not directly on the corn, but with a thin layer of ground between them. The weather being cold and

the corn planted at a reasonable depth, it did not come up as early as under favorable conditions, but when it did come up it had deep roots. I began cultivating it in June and cultivated it four times, the last time being in July. After the first and last times cultivating, I hoed all the grass and weeds from it. My corn grew well, as we had an abundant rainfall, but the prospects of it maturing were not so good on account of the lack of sunshine; but we received sufficient sunshine to mature it before the frosts set in. After my acre was measured, I cut it off in the latter part of September. Letting it stand in the shock to dry for a month, I then husked it. When my corn was in cribbing condition weighed 7,000 pounds; then I selected three bushels from it for seed and put in in a safe place to dry."

CENTRAL STATES.

MINNESOTA.

ST. PAUL. The cost of maintaining St. Paul public schools in 1915 was \$1,080,565.04, an average cost a pupil of about \$28.30, according to the school report for the past year, made public by Karl Dreher, deputy commissioner of education. This amount includes supplies, fuel, water, light, heat, maintaining plants, sundry expenses and all salaries of teachers, officers, clerks and janitors. The total current expense for each pupil is low when compared to \$46.44 total current expense a pupil in Gary, Ind.; \$44.20 in Minneapolis and \$33.18 in Duluth. The cost of the school plant in St. Paul per pupil is \$135, compared with \$292 in Gary, \$155 in Minneapolis and \$215 in Duluth.

Miscellaneous expenses in St. Paul schools in 1915 were as follows: Supplies and stationery, \$19,413.95; janitors' supplies, \$4,191.05; fuel, \$10,456.99; water, light and power, \$5,604.07; maintenance of school plants, \$21,455.22; improving grounds, \$579.46, and sundry expenses, \$6,950.34. In the purchase of real estate \$33,785 was expended.

Salaries paid were divided as follows: Officers and clerks, \$18,408.41; hygiene, \$9,945.30; principals and teachers, \$820,467.75; social centre, \$1,476; school gardens \$1,624.05; janitors and engineers, \$75,136.77; recess lunch, \$7,620; specials, \$54,135.93.

"St. Paul public schools cost less for each pupil than schools in practically any large city in the United States," said Mr. Dreher.

TEXAS.

SAN ANTONIO. Dr. Charles S. Meek has had the greatest possible endorsement here. What threatened to be a vigorous opposition to his progress plans fizzled absolutely, and the bond issue for \$800,000 was carried by a vote of four to one.

The Week in Review

(Continued from page 169)

AND NOW HAYTI.

Hayti is the latest small republic to pass under the virtual protectorate of the United States. The treaty under which this result is brought about was ratified by the Senate by a unanimous vote, which is sufficient proof that it was regarded as a necessity. The treaty provides for the supervision of Haytian finances and the collection of customs by American officials; for the American supervision of the payment of the public debt; for policing of the republic by a native constabulary, officered by Americans; for intervention by the United States if necessary to preserve order or to maintain territorial integrity and independence, and the development of Haytian resources under American auspices. Such a treaty may be necessary, but the fulfillment of its obligations is charged with explosive possibilities.

HENRY JAMES.

The death of Henry James was not unexpected, for he had been in failing health for several months, and was in his seventy-third year. He began his literary career as a contributor to periodicals fifty years ago, and published his first novel when he was but twenty-eight years old. His books were never among the "best sellers," but he could afford to be indifferent to pecuniary returns, for he inherited large wealth. Probably if he had been dependent upon letters for a living, his books would have been easier reading, for in that case he would have had some regard to the limits of popular taste. As it was, he was free to indulge all caprices, and his novels were almost as difficult reading—some of them, at least—as Robert Browning's poems. But he was a voluminous writer, and his collected novels and tales fill twenty-nine volumes. He was also held in high regard as an essayist and critic. Of American birth, he had resided in England for forty years, and became an English citizen last year.

United States Government
Civil Service Examinations

All teachers both men and women should try the Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, and are life positions.

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MAGAZINES

—Special features of the American Review of Reviews for March are: "The Aeroplane of Today," by Waldemar Kämpfert; "Campaigns as Spring Opens," by Frank H. Simonds; "Preparedness of the Army Medical Department"; "Turkey's Call to America," by Rev. George F. Herrick, D. D.; "The Kurds; Their Character and Customs"; "Uncle Sam as Weigher, Tester and Measurer," by Herbert T. Wade; "Farming Appalachia," by J. Russell Smith; and "Restoring China's Forests." In the editorial department, "The Progress of the World," and also in the "Leading Articles of the Month," the question of American Preparedness as a current practical problem is discussed in its various phases. Supplementing Mr. Kämpfert's article there is a timely editorial summary of the aeroplane industry as it has developed in this country. There is also the usual monthly review of the work of Congress and of political movements in general, including a discussion of the Philippines policy of the Administration, and the Cartoon Department is particularly strong in representative European work.

ST. NICHOLAS

The March number of St. Nicholas contains an article of interest to parents and teachers, as well as to boys, entitled "A New System of Physical Training for Boys," in which Ernest Balch sets forth and advocates a novel method of exercise which has already won a place for itself in several of the leading American schools. Mr. Balch, well-known as an athletic director, is himself the originator of the movement. The article is fully illustrated. The March instalment of "The Boys' Life of Mark Twain," by Albert Bigelow Paine, describes the famous humorist's brief experience as a Civil War soldier. A further chapter deals with his life as a pioneer and gold-seeker in Nevada and California, and how he gradually came to take up writing as an occupation. Of special appeal to girls is an illustrated article by Grace Humphrey on the new statue of Jeanne d'Arc by the American woman sculptor, Anna Vaughn Hyatt, recently unveiled on Riverside Drive, New York. There is also a timely story of a girl's bravery in a northwestern blizzard, entitled "Through the Storm," with illustrations by Norman P. Rockwell. In "The Wonder-Child of Warsaw," Katherine D. Cather pays tribute to the childhood of Chopin.

Reports and Pamphlets

"President Lowell's Report for 1914-15." Official Register of Harvard University. Published by the University, Cambridge, Mass. 25 pages.

"The Essential Place of Religion in Education." A monograph published by the National Education Association, Ann Arbor, Michigan. Durand W. Springer, secretary. 135 pages.

"Vegetable Gardening." State Department of Public Instruction, Trenton, N. J. Elementary Agriculture Leaflet, No. 4, 27 pages.

"Extension Class Work," Kent, Ohio, State Normal College Quarterly. 15 pages.

TEACHERS' AGENCIES

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CHOICE OF two places does not always come to a teacher disengaged in the middle of the year. When on January 25 we were asked to recommend a grammar school principal for New Haven, Connecticut—the third this year—we replied: "I have one man now in business in Pittsburg who is anxious to get back into teaching and I think he can be secured at once. . . ." Later we **TWO** being considered for the place. Not learned that our candidate was one of **TWO** hearing further, when a call came on February 15 from Saint Johns School, Manlius, New York, for a man to teach English and Economics, we again recommended Mr. — and he accepted, but on receipt of our telegram asking him to come on he wired back "Just received appointment in New Haven." For good teachers there is always an opportunity and to the exceptional candidate we can usually offer a choice of **PLACES.**

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AS YOU LIKE IT

- 17623 Act II, Scene 5. Song: Under the Greenwood Tree. (Dr. Arne.) Raymond Dixon and Chorus
17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.) Reinald Werrenrath and Chorus
17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male-Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.) Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet
17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline
16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck
17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson.) Lucy Marsh and Reinald Werrenrath
64194 Act IV, Scene 1. Recitation: Mercy Speech. Ellen Terry

MERRY WIVES OF WINDSOR

- 35270 Overture. (Nicolai.) Symphony Orchestra of London
17724 Song: "Greensleeves" (very old). Raymond Dixon

MUCH ADO ABOUT NOTHING

- 17702 Act II, Scene 3. Song: Sigh No More, Ladies. (Stevens.) Raymond Dixon
17115 Act II, Scene 3. Recitation: Benedick's Idea of a Wife. Ben Greet

MIDSUMMER NIGHT'S DREAM

- 31819 Overture. (Mendelssohn.) Victor Concert Orchestra
31159 Wedding March. (Mendelssohn.) Pryor's Band
55048 Wedding March. Victor Herbert's Orchestra
35238 Selection of Principal Airs. Pryor's Band
55060 Act II, Scene 3. Song: Ye Spotted Snakes. (Mendelssohn.) Victor Women's Chorus
5863 Duet: I Know a Bank. (Horn.) Mrs. Wheeler and Miss Dunlap
17209 Trio: Over Hill, Over Dale. Mrs. Wheeler, Misses Dunlap and Baker

TWELFTH NIGHT

- 17662 Act II, Scene 3. Clown's Song: Oh, Mistress Mine. (W. Byrd.) Raymond Dixon

OLD ENGLISH DANCES

- 17801 Row Well, Ye Mariners. Jamaica. Victor Band
17845 The Butterfly. Three Meet. Victor Band
17846 Tidswell Profession of Morris. Victor Band
17847 Kirkby Malzeard Sword Dance. Victor Band
17848 Flamborough Sword Dance. Victor Band
17807 Minuet: Don Juan. (Mozart.) Victor Band
17160 Country Dance: Pop Goes the Weasel. Victor Band
17086 Morris Dance. Victor Band
17329 Ribbon Dance. Victor Band
17328 Shepherd's Hey. Victor Band

THE TEMPEST

- 17724 Act I, Scene 2. Ariel's Songs: Come Unto These Yellow Sands. (Purcell.) Reinald Werrenrath and Chorus
17702 (1) Act I, Scene 2. Full Fathom Five. (R. Johnson.) Reinald Werrenrath
17702 (2) Act V, Scene 2. Where the Bee Sucks. (R. Johnson.) Reinald Werrenrath

POEMS AND SONNETS

- 88073 Lo, Here the Gentle Lark. (Bishop.) Nellie Melba
64267 Lo, Here the Gentle Lark. (Bishop.) Alma Gluck

ROMEO AND JULIET

- 88302 Juliette's Waltz Song. Tetrazzini
88421 Lovely Angel. Farrar-Clement
70102 Fairest Sun Arise. Lambert Murphy
35234 Selection. Pryor's Band
17866 Juliet's Slumber. (Gounod.) Victor Concert Orchestra

OTHELLO

- 88338 Act I. Brindisi (Clink the Wine Cup). Pasquale Amato
83466 Act II. Othello's Creed. Titta Rufo
87071 Now Forever Farewell. Enrico Caruso
89075 We Swear by Heaven and Earth. Caruso-Rufo
35279 Act IV. Desdemona's Song—Oh, Willow, Willow. Olive Kline
88149 Ave Maria. Melba
74217 Death of Othello. Zerola



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NEW ENGLAND AND NATIONAL

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BOSTON, MARCH 16, 1916

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THE WEEK IN REVIEW

THE VILLA RAIDS.

Francisco Villa seems to be in a fair way to achieve his purpose of embroiling the United States with Mexico. That was the deliberate intention of his raid upon the town of Columbus, New Mexico, during which sixteen Americans, men and women, soldiers and civilians, were killed and many buildings were looted and burned. Villa hates Carranza, the recognized head of the Mexican government, and he hates the United States because it refused to recognize him; and he can best gratify both passions by setting the two at war with each other. He has made no concealment of his purpose. That American troops should pursue him and his fellow bandits across the border and exterminate them if possible is absolutely necessary; but the utmost pains should be taken not to affront needlessly the Carranza government, for to do so would be to play directly into Villa's hands, and do exactly what he wants us to do.

CONGRESS SUSTAINS THE PRESIDENT.

There can be no misinterpreting the vote in the House of Representatives upon the McLemore resolution warning Americans not to take passage upon armed liners, and admonishing them that if they did so it must be at their own risk. This was the resolution which the President wanted killed and the House killed it by a decisive vote. There were three votes. On the first, by 236 to 160, the House refused to permit any amendments to the pending resolution, thus avoiding any such clouding of the main issue as resulted in the Senate from Senator Gore's amendment to his own resolution. On the second, by a majority of 133, the House voted to limit debate. On the final vote, the House tabled or rejected the McLemore resolution by 276 to 142. Instead of the House being against the President 2 to 1, as Speaker Clark had predicted, this vote showed that it was on his side in almost exactly that ratio.

PARTY LINES ELIMINATED.

Not the least significant feature of these votes was the elimination of party lines. On the eve of a Presidential campaign, the party in opposition, on any ordinary question of public policy, might be expected to avail itself with some eagerness of any division in the ranks of the party in power. But this was no ordinary question. It was a question involving the national honor and security and the maintenance of principles which have been regarded as fundamental since the republic came into existence. So it came to pass that nearly one-half of the Republican members voted with the overwhelming majority of the Democrats to take the action which the President had asked. On the tabling of the resolution, 182 Democrats and 93 Republicans voted aye, and 33 Democrats and 102 Republicans voted nay. The little handful of Progressives voted 5 to 1 in the negative.

A NEW APPEAL FOR PEACE.

Pope Benedict has made a new appeal for peace to the warring nations of Europe, timing his appeal, very naturally, with the opening of the Lenten season. As before, he urges the nations which are at war "to re-

nounce their designs of mutual destruction, to make known at once with all clearness, in a direct or indirect manner, the desire of each of the parties, taking into consideration within the limits of justice and possibility the aspirations of the peoples, accepting, if need be, for the sake of equity and the common good of nations, the obligatory and necessary sacrifices of pride and particular interests." The appeal comes at a time when the warring nations are hurling prodigious armies against each other in France and when Germany and Austria are planning fresh submarine outrages upon passenger steamships. It is to be feared that it will make little impression upon the leaders in the great war. But the Pope's summons to world-wide prayer for peace may well be heeded by Christians of every name.

AND NOW SAN MARINO.

It is not surprising that Germany should have been so incensed by the course of Portugal in seizing German ships in Lisbon and other Portuguese ports as to send ultimatums and to threaten war; but why Austria should notify the little republic of San Marino that she considers herself at war with her, it is difficult to understand. This is the formal notice which has been served upon the Regents of the tiny republic through Mr. Penfield, the American Ambassador to Austria-Hungary. The reason assigned is that San Marino "has committed a serious breach of neutrality," but what the breach is the Austrian Government did not think it necessary to say. This seems an aggravated case of international bullying; for San Marino has an area of only thirty-eight square miles and a population of only 11,291. San Marino's offence, probably, is that she is virtually embraced in the area of Italy, although she is an independent republic.

THE NEW SECRETARY OF WAR.

President Wilson's selection of Newton D. Baker of Ohio to succeed Secretary Garrison in the office of secretary of war is somewhat bewildering to the country at large. Except as an active Wilson campaigner in 1912, Mr. Baker has not figured at all in national affairs, unless his service as private secretary to President Cleveland's postmaster-general is to be reckoned in that category. He is a lawyer of ability, and he has served the city of Cleveland as city solicitor, and twice as its mayor, having been actively identified with the reform movement there and with the street railway controversy. But, if it is thought that he does not measure up to the full requirements of the office to which he has been appointed, it must be remembered that his predecessor, Mr. Garrison, was no better known when he became secretary, but filled the office ably and efficiently.

A SETBACK FOR PROHIBITION.

The vote of 31,967 to 17,601, by which Vermont has just refused to re-enact the prohibitory amendment which was repealed in 1903 by a small majority must be interpreted as a setback to the prohibition movement; but its significance may easily be exaggerated. It does not often happen that, at the same election, the voters of a state are called upon

to express their judgment simultaneously upon state-wide prohibition and upon license or no-license in the towns and cities. But this was the case in Vermont. The regularly-recurring vote on the local issue came on the same day with that on the state question; and it is noticeable that many towns and cities which voted against prohibition voted for the local equivalent. In fact, only twenty-three cities and towns in the whole state voted for local license.

LABOR AND WAGES.

The agreement which has been reached on the wages question at the conference of miners and operators from the soft coal fields of western Pennsylvania, Ohio, Indiana and Illinois is a good omen for pacific relations in the other bituminous coal fields, which usually follow the lead of western Pennsylvania, Ohio, Indiana and Illinois. It affects directly about 200,000 men and will increase their pay by about \$15,000,000 during the two-year period in which the contract is to run. There is reason to hope, also, that in the anthracite fields a similar reasonable and conciliatory spirit may be shown. But the decision of 400,000 railroad employees, representing every railroad in the country, to demand an eight-hour day with time and a half for overtime, presents a menacing situation, the peaceful adjustment of which may be difficult.

A FREAK LAW IN FORCE.

The so-called La Follette Seamen's Act, framed by a man who is innocent of any personal knowledge of maritime conditions, has just gone into effect; and its practical workings will be watched with a good deal of solicitude. It applies to foreign as well as to domestic shipping, and traverses more than one treaty. One of its provisions is that all seamen must understand the language of command. This is intended to make against the employment of Chinese and other Orientals. But vessels sailing to the tropics have found it necessary to employ Chinese, Lascars and other Orientals in their fire-rooms, because they only can stand the excessive heat. It is doubtful whether English or American crews can be secured for such work, even at advanced wages. Another provision requires owners to pay seamen half their wages at any port where their vessels may touch—a requirement which is likely to lead to increased dissipation and desertions.

Reports and Pamphlets

"Free Municipal Clinics for School Children." A review of the work of the school children's nose and throat clinics in New York City, and conditions which necessitate such institutions. By J. H. Berkowitz, Department of Health of the city of New York. Bulletin No. 41, 16 pages.

"Digest of State Laws Relating to Public Education, in Force January 1, 1915." Compiled by William R. Hood, with the assistance of Stephen B. Weeks and A. Sidney Ford. United States Bureau of Education Bulletin 1915, No. 47. 990 pages.

"State Free Employment Offices," Massachusetts Bureau of Statistics, State House, Boston. Charles F. Gettemy, director. 43 pages.

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JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

Vol. LXXXIII.—No. 11

MARCH 16, 1916

A. E. WINSHIP, Editor

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

IN NEW HAMPSHIRE

New Hampshire State College is having a great revival of interest, so great in fact that it seems to be more than a new birth, for it is so much larger, has so much heartier state support, so much nobler spirit of leadership that it seems to be an entirely new institution.

One admirable feature of the newness and the success is the skilful and generous support the State Department of Education under Dr. H. C. Morrison is giving it. Never before in the State's history has there been such a masterful concentration of all educational forces as now.

Dr. Morrison is rising to the occasion most ably and heroically and the state normal schools, principals and faculties are helping his Department as never before.

One great advance is in the issuance of an entirely new and thoroughly modern Course of Study, meeting every need of country and city schools from the standpoint of the latest in the science of education.

The normal school at Plymouth is enjoying its full share of prosperity and is winning its share of honors. Principal Silver is struggling manfully and successfully against some handicaps of early legislation.

This is one of the normal schools of New England that has made an interesting history, one in which I have personally had more interest than in any school except that at Bridgewater, Massachusetts. I was elected as its first principal, but declined, and have been intimately acquainted with every principal. Henry K. Warren, now of the Albany Academy, Albany, New York, was almost a chum in my younger days.

Dr. Charles C. Rounds, one of the ablest normal school men New England has ever had, was as close a professional and personal friend as I had for a quarter of a century, while he was in Farmington, Maine, and Plymouth. A. H. Campbell was a student of mine, J. E. Klock came from Helena to Plymouth largely upon my recommendation, and I have known Mr. Silver well in all of his professional life. I have been there oftener in forty years than in any other normal school except Bridgewater. Naturally its prosperity interests me greatly.

The cities are fully abreast the institutions of the state. Nashua has a system of reading that

has no rival in efficiency, so far as we know. Superintendent Fassett has made himself a national figure through the success of his teachers in early work in reading.

Superintendent Charles W. Bickford of Manchester has won high praise by the way in which he has mastered adverse conditions growing out of conservatism. The new school buildings, notably the new high school, is a credit to the city. Manchester has the record or near the record for length of service of its superintendents. Mr. Buck was there many years and Mr. Bickford will exceed the record of any predecessor.

Manchester has been the launching place of more eminently successful school men than any other city in Northern New England. Colonel Francis W. Parker, whose fame was national in the fullest sense; Joseph G. Edgerly, who was superintendent in Fitchburg for nearly forty years and who is still the most popular man in that

city, and John S. Hayes, long principal of the Forster School, Somerville, and later librarian of that city, are among the men whom Manchester delighted to honor.

Of Concord, Portsmouth, Dover, Laconia, Rochester and other cities I shall speak at another time. While I have known these cities well, I have not known them as well in recent years as I must know them to speak of them intelligently.

Keene is enjoying educational progress, just now, unsurpassed by any city of its size in New England. In the first place all of its elementary schools, city and rural, are turned over entirely for the selection of teachers, supervisors, janitors, course of study and everything but the buildings and repairs to the State Normal School.

If any other State Normal School has as fine a training school scheme as this we would like to know of it.

The high school, retained by the city, is one of the best to be found anywhere—a new building of the latest ideals in every regard, and in another building is a most delightful home-keeping house in which several women teachers live upstairs and in which there is as complete a home-keeping equipment as is to be found anywhere from laundry and kitchen to dining-room, chamber, living room and parlor.

In two other buildings the boys have rooms for



H. C. MORRISON
State Superintendent
New Hampshire

all phases of industrial activities in wood, tin and iron.

And the growth of the State Normal School under the superb leadership of Wallace E. Mason is wonderful for New England. When he went there he found but one school building, a house transformed into a school building and a piece of a dormitory. Today that former schoolhouse

is the administration building. There is an elegant new school building, an enlarged and ideal dormitory, and one of the largest and best conservatories in college or normal school in New England. And the school has almost doubled in size every year.

New Hampshire is making no apologies to any state educationally.

SUPERINTENDENTS AT THEIR BEST

DETROIT MEETING OF DEPARTMENT OF SUPERINTENDENCE

BIGGEST AND BEST EVER

[Continued from March 9.]

EACH FOR ALL, ALL FOR EACH

BY GOVERNOR M. G. BRUMBAUGH

Pennsylvania

Training our people to be courteous, which is the virtue of civilization; to be dependable, which is the virtue of morality, and to be humble, which is the virtue of religion, is not only important, but vital to Sunday schools and Sunday school association.

The measure of a nation is the measure of its people, their ideals and their achievements. Without ideals, achievement is small, and the nation is not progressive. To have right ideals steadily impressed upon the minds of the whole population is a matter of moment if the nation is to reach up and out to the full stature of its possibilities.

The Bible well declares the people perish where there is no vision. In the long journey in the wilderness, in the longer struggle to retain the promised land and to exalt the nation, the vision of the divine leadership was imminent in the Hebrew soul, and it was vision in the soul of Socrates, Pericles, Plato, Aristotle and Aristophanes that made Athens the glory city of Greece, and the Greeks the light-bearing race of the golden days before history.

We hear much of the "square deal." It rings in the heart and vibrates in the soul as an ideal well worth adoption and enforcement in all human activities. The human soul has set in it some dominant measure of conduct both for the self and for others that mounts to favor and acceptance in the essential thought, each for all and all for each.

The Sunday school must stand for all the graces of the soul, the ideals of life if society is to advance, the nation prosper, men to become all that God would have them to be, and civilization advanced to a reign of pure loyalty to God and to the right.

PROBLEMS OF BUSINESS

BY PRESIDENT NICHOLAS MURRAY BUTLER

Columbia

The difference between problems of business and problems of government is not merely an American question—it is world wide and has vexed all the countries of Europe, before and since the present war, and probably has had some bearing on the war itself.

The fundamental question, as it appears to me, is how shall we preserve the right for individuals to do business without endangering the equal rights of others to do the same and without turning the government over for the mere success in business.

We must either organize an individual enterprise and build our government structure on that plane, or we must build our government on the basis of a unit, treating the individual as a cog in the great wheels of government and commerce.

The industrialist of today is faced with the same problems of political organization which existed more than a century and a half ago. We are only in the beginning of an understanding of government and business. Our only hope for solution of the great problem which differentiates between capital and labor is to be found in the application of a new co-operative principle.

It is apparent that some solution of the great problem must be found in the near future as impending doom is already settling. We are now threatened with a paralysis of railroad transportation and a paralysis of the production and distribution of coal, two of the most important factors in the world of commerce.

Some have urged that we break down the line which exists between government and commerce, but I hope this will never be done. The future is ours if we keep it. It is for us to say whether we will meet the problems or whether we desert the great ideals of our government.

HOT SHOT

BY JOHN H. FRANCIS

Los Angeles

Report cards, such as are handed to children at stated intervals with averages in their several studies marked thereon, are educational barbarities.

Education does not consist in bringing all children to the same standard at the same time. It is ridiculous to suppose that all children of the age of six years will read a certain amount of printed matter with the same degree of efficiency. The mother of six children doesn't worry if one of her brood doesn't begin to talk as early in his development as the others. She knows they can't all be expected to develop at the same time. She knows there are certain sets of heredities, certain circumstances in environment that enter the matter.

In Los Angeles we are keeping the children under the influence of the teachers as many hours of the day as possible. We have all the courses that some educators call fads. We take the children to the seashore, to the mountains and to the gardens and we let them observe things for themselves.

The educators who call this sort of thing fadism remind me of the governess who, missing her little charge, found her finally in the garden gazing intently at a rose.

"What are you doing here?" said the governess.

"I was watching the petals of this rose unfold," said the child.

"Don't you know you ought to be in the house studying your botany lesson?" said the governess.

Education consists not in attaining certain standards, but in living in an atmosphere sympathetic, friendly and intelligent. Such an atmosphere is impossible in large classes. When there are forty in a class the teacher cannot understand each one. In Los Angeles we have deliberately boosted the cost of education by cutting down the classes. This is a practice that should be universally adopted. The money expended in that direction is saved later in many different ways, so that it is a true economy. In the small class the teacher is a real friend to everyone. The children are with the teacher longer hours in Los Angeles and the leisure of the boy and girl is made helpful instead of being dissipated.

I have never met a boy who would not rather spend leisure time helpfully than harmfully. The reason boys go bad is that there is no place for them to go good. In our schools we provide simple printing presses, apparatus for wood carving and similar devices. It is a good investment, because it insures better men and women. The boys and girls both like it. They would rather do these things than waste their time.

DRIVING CHILDREN CITYWARD

BY HON. EDWARD HYATT, SACRAMENTO
State Superintendent of California

The whole ideal of our educational establishment, the country over, is wrong if there is anything in the conclusion of many of our wisest thinkers and observers to the effect that the trend of our population should be back to the farm and not cityward. There is scarcely a school influence that does not push the child cityward.

All of our eight normal schools in California are in cities, and I believe that condition exists in all states. By reason of this our normals are largely filled with city girls who find the normals an easy way of getting advanced education. They go to the normal in their home city because it is the easy thing to do and not because they have definitely chosen the profession of teaching.

When city bred girls go to the country to teach it is but natural that their constant aim should be to get back to the city environment in which they were raised. Even where a country girl makes the supreme effort of going away to a city normal, it is likely that she will become so influenced by the city that she, too, will come to look toward it as her goal.

Under these conditions, it is but natural that the influence of practically all teachers should be cityward.

TEACHERS' AGENCIES

BY A. F. PEASE
President of the National Association

I bring you greetings on this third annual meeting of the National Association of Teachers' Agencies.

Only ten agencies were represented at Richmond in 1914. At Cincinnati last year the membership had grown to sixty-three members, from all over the country, ranging from Boston to Los Angeles, Minneapolis to New Orleans. The Association is National in reality and not merely in name.

It is our endeavor to establish a closer relationship in matters of general or public policy among the various teachers' agencies of the country. We endeavor to co-operate with each other and to work as an organization to perfect the general policies of agencies so that the highest good and greatest benefit may accrue to the educational systems of the country. We seek to promote and increase the interest of employers in reliable agencies as a reasonable, sensible and businesslike method of securing competent instructors.

It is our endeavor to elevate the professional and business ethics of the teaching profession by discouraging such non-professional conduct as a resignation without notice, acceptance of a second position without due provision for release from the first, the holding of offered posi-

tions until a still better offer is secured, as well as other abuses of a similar nature.

We also strive to improve the teaching profession by eliminating from our registry the unworthy and incompetent instructor and by encouraging the employment of the best possible teacher to be obtained.

In the platform adopted last year by this Association, it was stated that our purpose is to enhance the value of the service of teachers' agencies to educational institutions and to teachers in every way consistent with the ethics of the profession, believing that the customs and usages extant among the best educators are the basis of true agency work.

This Association will not countenance or tolerate anything in connection with the work of its members which is any degree unprofessional. This Association stands for the idea of recommendation based on the actual qualifications of candidates as interpreted in the light of judgment and experience. Our constant effort is for the positive furtherance of the cause of education. We afford this aid by giving thought to improvement in any matter having to do with our work, our methods of arriving at educational efficiency by means of suitable reports and reference blanks, our methods of handling the routine but important work of filing applications and entering them in books of record, and in other ways which may make for efficiency.

We endeavor to keep in touch with the best and most modern educational thought. We believe that teachers' agencies are an educational necessity as a means of bringing into contact the purchasers of teaching qualifications and those who have such qualifications to sell. In performing this valuable service and function we believe that teachers' agencies have justified their existence and are clearly entitled to fair remuneration.

As our very existence depends on the value of our work to the educational public, the moment we cease to be of service, that moment we cease to exist. Our entire aim is, therefore, to render increasingly valuable service in every way, in amount, in quality and in professional value. In the distribution of teachers we recognize one of the greatest problems of education at the present time and believe that we have been able to solve this problem to a considerable extent.

In addition to the platform, a code of ethics was adopted a year ago through which in case of conflict between agencies on a claim or disputed obligations between agencies and candidates, agreements were made which should tend to bring the true merits of the various claimants to a successful and righteous conclusion.

It was further agreed that no agency should share any part of a commission with an employing officer and that all information received by an agency concerning a candidate should be kept in absolute confidence with reference to that candidate.

With such purposes in view we believe that our organization will materially assist in raising

the standards of the business of fitting teachers to places as well as of advancing the general cause of education.

During the past forty years, agencies in this country have grown from two to over one hundred, located in all the largest cities and in some of the smaller ones. The competition which they have met has tended to standardize the methods and contracts of the larger and well-established agencies, so that there is now a considerable degree of uniformity among them. Their relative standing, therefore, becomes to a large extent a matter dependent upon the personality of the manager. The business deals not with things but with brains, not with parcels of commodities but with men and women. As these men and women are presumably among the most highly educated and intelligent in their various communities, it follows that the business of dealing with the disposition of their services requires the highest intellectual and business ability on the part of the managers. Generally speaking, the securing of a high grade position through an agency has long ceased to be a matter of professional reproach, and teachers of all grades from university to kindergarten now seek the aid of the best agencies. Rarely does one secure a position unaided. Many prefer to pay definitely their obligations rather than have them suspended like a sword of Damocles over their heads for months or even years. When loss of position threatens or overtakes the teacher, the agencies have often been found to be "a very present help in time of trouble."

We, therefore, welcome the managers of such enterprises; we welcome their friends; we also welcome all who are actuated by a sincere desire to put upon a higher plane the important business of fitting people into the places where they can be of the greatest value to themselves as well as to the community where they reside.

GRADUATE SCHOOL IN EDUCATION

DEAN BURRIS

University of Cincinnati

In discussing "The Function of a Graduate School of Education" before the National Council of Education, Dean Burris of the College for Teachers, University of Cincinnati, said that in relation to higher and professional education the function of such a school is analogous to that of the normal school in relation to high schools. He contended that existing types of schools suffice for training teachers of elementary and high schools. The graduate school should train the leaders of such teachers,—superintendents, supervisors, principals and research workers. On the other hand, he held that a graduate school of education is the proper place for courses in education and teaching intended for the better preparation of those who expect to fill positions in normal schools and teachers' colleges. Such a school should also provide appropriate courses in education for persons who aspire to positions in colleges of arts and sciences, or in colleges

or schools of engineering, law, medicine, theology, agriculture or commerce.

He expressed the conviction that such graduate schools of education, by becoming centres in which the efficient conduct of higher and professional education in all of its phases is a serious concern of competent specialists in these fields, could prevent much "muddling" in instruction, faculty meetings, and administration, found in colleges and universities at the present time. He thinks that such schools should deal with the problems of higher and professional education rather than leave them to bureaus of public service and Carnegie Foundations.

STUDIES IN PRACTICAL COURSES GIVE PROFITS

BY SUPERINTENDENT J. H. BEVERIDGE
Council Bluffs

Our school children last summer cultivated seventy-five acres of corn in back yards and vacant lots of our town. One boy got 112 bushels of corn from an acre, and it was the highest grade of any corn raised in the country that year.

We had chicken clubs and "baby pork" clubs in which all the youngsters with big back yards joined, and we didn't get into trouble with the city health authorities either.

There was less mischief that summer among the boys than ever before. It simply proves that if the boys are given something practical to do, they will do it well.

MOST UNFORTUNATE

The most conservative (?) daily paper in Detroit put at the head of its report of the greatest day of the meeting, under which heading were the reports of the addresses of Governor W. N. Ferris, Governor M. E. Brumbaugh and Governor Frank B. Lewis, Commissioner Claxton and other notable men, to no one of whom was much space given, the following scandalous heading on the top of the first page.

BITTER ATTACK MADE ON N. E. A. ELECTION PLAN

Politicians Can Hand Selves Plums, Is
Foos's Claim.

JOHN D. SHOOP NAMED PRESIDENT;
MICHIGAN OFFICIAL ALSO HONORED

Fred L. Keeler Given First Vice-Presidency;
Kansas City Gets Next Session.

"The election plan of the National Education Association is a farce. It was designed to give our educational politicians a chance to hand themselves certain honors which would be highly

useful in their business. Our last few elections have been notorious for the politics involved."

One speaker made these statements Thursday afternoon during a heated session in the Hotel Statler.

Another speaker said: "It's a notorious shame that our national elections are handled as they are. The national president has the power to appoint a committee of five men who have absolute control of the nominations.

"Their 'slate' is made up in private and kept private until it is presented to the general assembly for adoption. Time is always limited and there is no chance for special nominations or any change in this ready-made slate."

"Always Carried Through."

"In fact, the nominating committee's slate is always carried through, regardless of the qualifications of the men it puts in office. The last few conventions have been nothing

Continued on Page Six, Column One.

At top of Column One, Page Six, this appears:—

ELECTION PLAN IS BITTERLY SCORED

Educators Declare Mass of Members
Have No Voice in Matter.

Politicians in N. E. A. Accused of Swinging
Honors to Themselves.

Continued From Page One.

better than a stamping ground for many educational politicians who have a special ax to grind."

The multitude of readers of the paper in Michigan, Ohio and Indiana would be sure to read this heading, which was as prominent as it could be on two pages, and what it called attention to, and no more.

This conservative (?) paper is much more widely on the exchange list of papers in other cities than any other paper in Michigan, and many of them commented upon the political scandal in the National Education Association.

What are the facts? No member of the nominating committee was from within 500 miles of Chicago and by no stretch of the imagination could they have had any conceivable interest in the choice of Mr. Shoop. President Shawkey appointed the committee and by no possibility could he have been interested in the selection of Mr. Shoop. The charge is that the scandal has reached over several years.

Look at the list. No one of the presidents has been associated with any faction in the Association.

We defy the critics to name any recent president who has been in any remote way under sus-

picion of factionalism, or of serving any interest, or having any conceivable desire to be succeeded by the man by whom he was succeeded, or to have been in personal or professional need of the recognition.

Certainly M. P. Shawkey is above suspicion, and Henry Snyder certainly is, and Frank B. Dyer cannot be suspected of anything or Ben Blewett, or Charles E. Chadsey, or William M. Davidson, or Stratton D. Brooks. No one of these is in anywise affiliated with his successor or with any interest in which he is associated.

Again study the locations, beginning with

Brooks: Boston, Omaha, Denver, St. Louis, Cincinnati, Jersey City, West Virginia and Chicago.

These are all superintendents, all from places large enough to deserve the honor, all have been long in the Association.

There is no possible question but that the members of the Department rejoice that the experiences of the summer sessions are not those of the winter meetings.

No one will claim for a minute that the summer meetings have eliminated politics.

(Continued on page 301.)

GARY ADAPTED TO EXISTING SCHOOL SYSTEMS

BY SUPERINTENDENT SHATTUCK O. HARTWELL

Muskegon

How the Gary plan can be adapted to a growing, overcrowded city school system is told in the report of the Cleveland Foundation Education Survey on "Overcrowded Buildings and the Platoon Plan." The report shows how sound educational principles can be conserved and advanced and at the same time a saving of from fifteen to thirty-five per cent. in building space and cost be effected in existing school plants. The author is Shattuck O. Hartwell, superintendent of schools, Muskegon, Michigan. The report is one of twenty-five in the Education Survey conducted by Dr. Leonard P. Ayres, for the Cleveland Foundation.

Within recent years efforts to secure better adjustment between buildings and curriculums have brought many experiments in the intensive use of the school plant. The best known of these newer plans for grade work is that in operation at Gary, Indiana. In order to increase building capacity, Superintendent William A. Wirt has used the following methods in varying proportions: Shops, gymnasiums, and an auditorium are added to the school building; playgrounds and school gardens are provided outside. Through administrative re-adjustments all special rooms as well as all classrooms are used throughout the school day. Several classes are conducted simultaneously in auditoriums and gymnasiums. Different groups of children come to school at different hours. Libraries, churches, the Y. M. C. A., etc., are allied with the schools to the extent of caring for part of the children part of the time.

Gary is a new city. It was built with unusual rapidity in a new locality, and these innovations could be tried out without conflict with educational customs or traditions.

The true tests of these innovations are educational; numerical results must be regarded as secondary. The change most generally applicable in other localities and most likely to improve educational procedure and housing conditions is the development of the use of special rooms and equipment throughout the school day.

This development has been worked out in

the platoon plan. Under this plan the subjects in the curriculum are divided into two groups which may be termed the fundamental or regular group and the auxiliary or special group. Each regular teacher takes charge of two groups of pupils, having each for one-half of the school day. The regular teacher is relieved of responsibility for the special subjects. These are taught by special teachers who take charge of successive groups from different grades. In this way, both regular and special rooms are used steadily throughout the day.

The platoon plan aims to secure: Better instruction and improved results in special branches without sacrificing the fundamental subjects of the curriculum. The filling of important gaps in the present curriculum without the increase of cost that often prohibits such additions. A more constant use of the whole school plant and especially of facilities usually considered "Extras," such as gymnasiums, auditoriums and manual training rooms. A larger enrollment within the same building.

The methods used include: Re-arrangements of the teaching force. A slight change of emphasis on teaching values. The increase of work in physical training and the arrangement for other lines of auxiliary work, such as music and drawing, in charge of special teachers. A new division of the daily time-schedule which may or may not involve lengthening of the school day. Devices and equipment to facilitate more intensive use of individual rooms.

The plan may be made operative in all grades from the first to the eighth, or in upper grades only, according to local situation and needs. Where the methods of first grade work have been modified by kindergarten influence, that grade may wisely be left under individual teachers.

A grade room is required for each double group of classes. Each class occupies this room during half of the school day. Enough special rooms and occupations must be provided to accommodate one-half of the classes throughout the day.

These accommodations will include gym-

nasiums, playrooms, auditoriums and special rooms for music, art, literature, manual training, domestic science, library work, or such other subjects as the local authorities wish to emphasize. From the nature of some of these occupations, and because classes are in these rooms for short periods, rooms hitherto unavailable for regular use—such as ground-floor rooms—may be utilized, while special rooms previously saved for occasional classes may be used through the entire session.

The platoon plan concentrates preparation, effort and attention for both pupil and teacher. The platoon plan does not change to any considerable extent the conditions of dividing pupils into recitation divisions for the regular rooms, nor does it necessarily involve a longer school day. Each of these factors is to be settled, not as a necessary part of this plan, but on the basis of the educational advantages to be secured by one procedure rather than another. Re-arrangement of the time-schedule involves only slight variation in the amount of time given to regular subjects. Three factors help to secure this result: Transfer of a part of the regular subjects from the regular rooms to the special rooms. Absorption of recesses into the time allotted for physical training. Alternation of certain subjects, such as music and drawing. On a two-weeks' schedule these subjects can be given a fair allotment of time and a period long enough to secure definite results in each recitation.

The re-adjustment of time divisions gives pupils a day of more variety and interest. Practical experience does not show the scattering of effort that is sometimes feared. Supervision is concentrated and reduced with good effect.

Two consecutive half-grades will usually occupy a grade room. Hence, practically no change in seating arrangement is needed in regular rooms. Equipment, such as lockers or boxes, must be added to insure a separate storing place for the books of each pupil. In the special rooms, desks or chairs of two or three sizes must be provided. For the literature and music rooms movable furniture is preferable.

Five factors must be considered in comparing the cost of running a school in the conventional way with the cost of operating the same school after it has been re-organized on the platoon plan. These five factors are expense of equipment, supplies, teaching, supervision and building space.

The expense of altering the equipment of an old building preparatory to installing the platoon plan will seldom exceed \$1,000. The cost of supplies under the platoon plan is somewhat less than under the ordinary plan.

Teaching costs under the platoon plan will be the same as under the old plan if the size of classes remains unchanged. If playground groups are doubled, the teaching cost will be reduced.

Economies in the cost of supervision under

the platoon plan are of both the direct sort, resulting through decreased expenditures, and of the indirect sort, resulting from increased efficiency.

The actual amount of room saved and the consequent saving of investment cost in buildings of from ten to twenty-four rooms will vary from fifteen per cent. to thirty-five per cent. according to the construction of the building and the application of standards of distribution of pupils in classes. The smaller saving may sometimes reflect truer economy from the educational point of view.

The saving in investment justifies liberal provision for the equipment needed to meet changed conditions. Four sorts of equipment are essential. These are equipment for comfortable seating, care of wraps, storage of books and for an adequate signal system. Failure to prepare for these needs will jeopardize any experiment with the platoon plan, since small centres of friction may easily defeat the application of good methods.

The re-grouping of the teaching corps into regular and special teachers will be a matter of little difficulty and will involve slight hardship to teachers if the change is undertaken gradually. Experienced teachers with special equipment for teaching music, drawing and even physical training, can be found in considerable numbers in the present force. Through special courses in the training school and care in filling vacancies further needs may be met.

Experiments with the platoon plan should first be made in a few schools. This will develop a body of teachers who can help in the practical adjustments needed as the plan is extended.

AUTHORS AS I HAVE KNOWN THEM

BY A. E. WINSHIP, EDITOR

J. T. Trowbridge, who died at his home in Arlington, Massachusetts, on February 12 at the age of eighty-eight, was the last of a most interesting class of writers whom it was my privilege to know personally. In many ways and on many occasions I have enjoyed his acquaintance for more than forty years, though our meeting was more and more rare in later years. All daily papers have spoken so fully of his life and writings that there is no occasion to magnify either now and here. He was a most interesting personality. One feature of his life of which we have seen no mention was his interest in the problem of "Psychic Research." He toyed with these new ideas, always on the border, but never getting publicly entangled with anything unorthodox.

Soon after my first acquaintance with him we both came very near being plunged into public notice undesirably. It would have done me no harm, as unknown quantities were not in danger, but he was grateful beyond expression for his escape.

Katy King was a noted "medium" making

most remarkable demonstrations in Boston. Robert Dale Owen had been to see her demonstrations many times and had written a letter of unlimited confidence in her psychic powers. He gave her a "character" of highest order.

Mr. Owen had convinced Mr. Trowbridge that she was all that she claimed to be and he, too, had gone to see her, believed in her, and was to write of her. I was to go with Mr. Trowbridge on a given night to see Katy King's wonderful psychic power.

A few days in advance of the appointment all the daily papers reported at length the story of "Katy King, the Imposter." Mr. Owen had an article in the *Atlantic Monthly* vouching for the genuineness of her demonstrations and before it was on sale the imposition was known by every one. It was currently believed that this experience hastened the death of Mr. Owen. Had the "exposure" been delayed a little Mr. Trowbridge

would also have been among those who stood sponsor for her.

The last evening we were together was at a Back Bay residence at what the invitation stated was to be an "Authors' Night." The invitation was one not to be ignored. I was early on the scene, the first of the "Authors" to arrive, and it was at once evident that it was new company for me.

Mr. Trowbridge was the next to arrive, and I shall never forget with what genuine satisfaction he came to me and said: "What are we in now, Winship?" Later Thomas Wentworth Higginson, Mary A. Livermore, Julia Ward Howe and others came and we kept close together with many a quiet chuckle. The next morning all Boston papers recorded us and the "occasion."

The Katy King escape has kept me at a safe distance from everything of the kind in all the years, and the "Authors' Night" also made me extra cautious.

THE SEVEN-THREES PLAN FOR THE COURSE OF STUDY

BY N. R. BAKER

Supervisor Rural Schools, Birmingham, Alabama.

The seven-four plan, the eight-four plan, and even the six-six plan have their short-comings. The six-six, however, fits well into what we conceive to be a perfectly rounded course of study.

By a seven-threes plan we mean the division of the course of study into seven groups of three years each. In making this classification we begin with the very beginning of life. If a normal child were to proceed regularly by this plan he would be twenty-one years of age when graduated from the university.

The scheme we propose is as follows:—

- 1 to 3 years of age—Infantile period.
- 4 to 6 years of age—Kindergarten period.
- 7 to 9 years of age—Primary period.
- 10 to 12 years of age—Elementary period.
- 13 to 15 years of age—Junior High School period.
- 16 to 18 years of age—Senior High School period.
- 19 to 21 years of age—College period.

Another three year period for post-graduate work and travel might be added profitably. Permit us to offer a defence and explanation of the plan as outlined above.

The importance of the first three years of life must not be under-estimated. Though these are not exactly years of school life yet in the broader meaning of education they belong to a period of development of which the state must sooner or later take cognizance. In this period the nurse is the teacher. This nurse teacher should be properly trained for her duties. The teacher may be in nearly every instance and probably should be in every instance the child's own mother. There is never a time in the life of a child when it does not permit of mental as well as of physical development. While this period is pre-eminently physical yet the mental and moral and even the manual development should not be ignored.

The second period, the kindergarten, if not the most important, is next to the most important of the child's life. The kindergarten is to a certain extent fundamental. It will yet be a long time before those living in rural districts will find kindergarten training feasible. But that fact does not lessen the truthfulness of the statement or the importance of the training of this period. It will be necessary for us to study the methods of the kindergarten and extend its work downward so as to meet the great necessity for an all-round development of the child during these three years which brings it to the beginning of the seventh year of life.

In the primary period the child will begin the textbook and pass through what is now popularly known as the first, second and third grades. The elementary period of three years puts the child at full twelve years of age through the sixth grade. Textbooks should be so divided or rewritten that this will be the natural ending of the treatment of elementary subjects.

Then begins the Junior high school work to last three years. Much of what is now considered as belonging to the elementary or "common branches," but which is really technical, should be introduced. In addition to the more fundamental high school branches should be studied,—the rudiments of higher mathematics, science, higher English and some foreign or dead language. The effect of a properly arranged course in this sector of the general course of study would be to keep all pupils in school even where compulsory attendance is not in vogue. In other words, the tendency would be to decrease the amount of elimination between the elementary and the high school and to grade

the line of demarkation to an appreciable degree. Again as the necessity for laboratories and libraries would not be great in the Junior high school it makes it possible to support a large number of these throughout the country as feeders of the Senior high schools. Especially would this plan be of merit in those states supporting County high schools.

The Senior high schools of this arrangement having but three years could then indeed become the "People's College." Strong vocational courses could be offered. A normal training course could be supported, and requirements could be made that all teachers eventually should have at least training in one of these schools, as a minimum requirement. Recognition of these schools by the normal schools and universities would insure their place in the scheme of education. The student is now eighteen years of age. He has been engaged in textbook work twelve years. This is the close of the six-six period or of the eight-four or one year beyond the seven-four.

This leaves but three years for college, which

is enough. All have noticed that there is now an overlapping of the work of the high school and of the college. Pupils who have finished the high school, secured credit for its eighteen units, can enter the sophomore year of the university and finish in three years. Or the bright pupil who has done three years of high school work can enter the freshman year and by "doubling up" just a little can finish in schedule time. Why, then, is a four-year college course necessary? By this plan the pupil finishes at the time of his majority and is ready for the responsibilities of life.

Seven is one of the perfect numbers of biblical literature. Three is another. This seven-threes plan then ought to suggest perfection. It means re-writing of textbooks, re-shaping of the courses of study through and through. But it is the plan that should eventually prevail. It means finding a place for the normal schools and technical schools to fit into the scheme. But it stands for more pliability and elasticity. Shifts can be made oftener, misfits corrected more frequently and well-balanced development more readily assured.

A SERIES OF "DON'TS" FOR THE YOUNG ENGLISH TEACHER

BY H. E. HARTSHORN

High School, Brookline, Mass.

1. Don't ask your class, when you are about to begin the recitation, what the lesson assignment for the day was—how far the lesson extended—or whether you asked them to study this or that, or the other. Such an introduction suggests indifference—carelessness—lack of plan and leadership on your part.

Don't wait till the bell rings before you assign the next lesson—be definite in your assignments—give plenty of clear explanation. Many poor recitations are caused by a misunderstanding of just what was to have been done.

3. Don't assign too lengthy lessons, but insist on thorough preparation. We often attempt to cover too much ground, and seem to have quantity our goal and not quality.

4. Don't do too much of the talking—let your class be the ones who recite, not their teacher.

5. Don't allow your pupils to hand in papers careless in spelling, penmanship or general order. Be over and above particular about the little technicalities in the beginning—later they will become involuntary actions and then more time can be spent upon bigger things, sentence structure—paragraphing—subject matter—style, etc. Never, under any condition, accept a paper that is not neat; an untidy, careless paper is surely indicative of slovenly, careless thinking.

6. Don't accept written work that is deficient in spelling. The correction of such elementary

errors should be the responsibility of the pupil himself. It teaches him care, as well as relieves the burden of correcting for the teacher. Modern education tends to make the teacher do too much of the work.

7. Don't ever shout in the classroom. A calm voice does more toward restoring order than any amount of irate scolding. A smile will do more than a frown.

8. Don't allow pupils to use slovenly English in recitations. Insist on good choice of words, good pronunciation, and good sentence structure. Prohibit any form of slang or loose colloquialisms. Denounce severely the exaggerated, hysterical expressions so much in vogue among the young college students.

9. Don't allow slovenly standing or sitting positions in your classroom any more than you would allow slovenly English. Clear thinking cannot be done in lop-sided positions.

10. Don't go to class unprepared, trusting to the inspiration of the moment to answer your question of "What shall I give them for next time?" The best method to pursue is a careful planning of the lessons of each class for a week's work. In this way, lessons will follow each other in logical sequence and proper proportion.

11. Don't arrange your program so that Monday will be oral theme day, Tuesday, grammar; Wednesday, literature; Thursday, written composition; and Friday, rhetoric. Such a plan

(Continued on page 297.)

JOURNAL OF EDUCATION

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DR. BURK'S LATEST

Dr. Frederic Burk, president of the San Francisco State Normal School, is the most interesting educational study we have known in the last quarter of a century and more.

More than a quarter of a century ago we knew him as the superintendent of Santa Rosa, California, where he wrote a "Report," or "A Course of Study," which was more fascinating to us than anything of the kind that we had ever seen and we boosted the plan most ardently.

About twenty-five years ago he came to Clark University to study, and while there wrote three articles for the Atlantic Monthly in which he recorded the results of studies and observations in various Massachusetts schools, especially in the state normal schools.

It was the most brilliant array of facts (?) and fancies that had been presented by any educational writer, and he gave specifications with his denunciations. It was a matchless attempt at "exposing" and ridiculing "education as it educates" or fails to educate.

These articles and their author were much talked about, and much was expected by way of immediate effect. We think no one ever attempted to reply to the article, directly or indirectly, and we never discovered any effect whatever so far as the normal schools or the school system were concerned.

We were among those who thought Mr. Burk had made out a strong case. In his own

language: "These facts leave no room for cavil or palliation. There is something radically faulty in some large fundamental underpinning of the school system."

Not long after that he became president of the San Francisco State Normal School, where he has demonstrated the success of more phases of extreme newness than all the other state normal schools in the country.

We spent a day with him some years ago and studied the demonstration of several most radical improvements and were convinced and charmed at the complete demonstration of the value of a great reform. We wrote enthusiastically of the glory of his achievement as a teacher of teachers.

Since then we have been fascinated with several of his great triumphs, but we have been less demonstrative in our appreciation. Somehow, he has seemed to lack ability to convince any considerable number of persons of the superlative virtue and practicability of his discoveries. One does not like to be the only person captured by a clever presentation of some new thing under the sun.

With nearly thirty years of experience with his revelations we have studied with some care his latest demonstration in a two-year study of the evils of the "lockstep" and miraculous accomplishment through "Individual Teaching."

We are not inclined to challenge any statement he has made. We have never doubted the evils of trying to make any child do the work of every other child.

No one will welcome more cordially than we any "remedy that will remedy" the defects of the "lockstep" of the classroom, and we wish our experience of the last thirty years with his demonstrations gave us more heart and hope.

We fear the lack of acceptance of his many ideal ideas is due to a fatal weakness in his method of presentation. We do not think that failure to accept his panaceas is due to professional or educational prejudice, inertia, to the tyranny of tradition, serious as that is, nor to ultra conservatism.

We know there are innumerable teachers and other educators who hunger and thirst after knowledge along better lines, but they are not likely to partake of a new theory or demonstration that is presented with a sledge hammer.

The sledge hammer is good for breaking things down, but it never built up anything, never laid a beam, never tightened a bolt,

never put anything in place, never lubricated a joint, never started shafting or belt.

We hope his latest discussion and demonstration will be read charitably, that people will slide and glide over his ructious sentences and see if he has not at last made a real contribution to constructive reform.

The class method is not vicious, the school system is not a failure or near failure. The achievements by the class method and of the school system are great and deserve high praise, but there is need of much improvement in both method of teaching some children, of all children possibly, and of administration of the system. The need is great and will be welcomed if sanely advocated.

Even if all that Mr. Burk says of the evils of the class system be true and even if individual teaching has all the virtue that Preston W. Search has claimed for it for twenty years, it will require the utmost skill to adjust the new idea to the old.

The most brilliant demonstration in the training school of the San Francisco State Normal School and the most fascinating presentation of it that Mr. Burk can make will be the merest incidents in the modification of the system. The need is that someone shall tactfully, magnetically, sympathetically show the teachers and other educators just how to make two blades of grass grow educationally where one has been growing, by deeper plowing, richer fertilizing, new varieties, better cultivation and more advantageous harvesting. We shall be most appreciative of all the assistance Mr. Burk can give the school world.

EDUCATIONAL PITTSBURGH

Pittsburgh with its vast river commerce, immense industrial plants, over-loaded bank vaults, and palatial residences and vast estates of multimillionaries is not generally thought of as a highly important educational centre as it really is. Its public high schools are now among the best equipped in the United States; the new elementary school buildings have no superiors anywhere; the curriculum is as modern as can be found anywhere; the educational standards are brought to the height, and no city in the world has anything to compare with the opportunities offered teachers in service to extend their scholarly and educational equipment.

The public school enrollment passes the 100,000 mark, with a parochial school attendance of 30,000, in all, fifty private schools and colleges. In the 130 public school buildings the city has an investment of \$18,000,000, and there are also fifty public playgrounds.

The Carnegie Institute and Carnegie Institute of Technology are institutions un-

rivaled for public service. The former covers four acres, cost \$6,000,000, and contains the third largest permanent art gallery in the country. The library, with twenty-two sub-stations, has 400,000 volumes. The Carnegie Institute of Technology, adjoining the Institute, has an endowment of \$25,000,000, which places it abreast the greatest American universities. It has a faculty of more than 200, a campus of thirty-two acres and 4,000 students.

The University of Pittsburgh is all too little known and appreciated, but all this will soon be remedied because it is going forward by leaps and bounds. Its buildings are new and modern, and the equipment is everyway the latest and best. The campus of forty-three acres enjoys the most sightly spot in the city. It already has a faculty of nearly 300 and an enrollment of nearly 3,000. The citizens and the press stand behind the educational leaders, public, classic and technical.

"ORGANIZING"

The attempt to organize New York City teachers in a union to be affiliated with the American Federation of Labor goes determinedly on.

Last Friday 1,200 teachers met in the Washington Irving High School to hear more reasons why they should organize, from Hugh Fransy, organizer of the A. F. of L.; Miss Leonora O'Reilly, organizer of the Women's Trade Union League; Thomas Linville, president of the Teachers' League of New York City, and Miss Margaret A. Haley, who organized the Chicago teachers fifteen years ago or more.

"The benefits of organization" these speakers surely should have been able to point out. Their chief message seemed to be one of fear quieting. They told the New York teachers that there was no likelihood of a "sympathetic strike." They warned the teachers away from the feeling that teachers should hesitate to link themselves with organized mill workers or shop workers.

"Stop thinking you are better than ordinary workers and join a real trade union," said Miss O'Reilly. "In thirteen years of the Chicago union we have never been called out on a sympathetic strike," said Miss Haley.

"If there is any system of education in the schools of this city which does not meet the approval of the American Federation of Labor we are going to stop it," said Organizer Fransy.

"By the end of the week we are going to have 1,000 teachers organized, all ready to go in with the A. F. of L.," said Mr. Linville.

"The teaching profession should be organized," said President Lowell of Harvard to the audience of nearly 500 who honored Professor Hanus at his birthday dinner in Boston Saturday night. "Organized," went on President Lowell, "not for shorter hours and higher wages, but for higher standards."

The New York guests at the head table with President Lowell—smiled.

AGRICULTURE IN INSTITUTES AND SUMMER SCHOOLS

With present interest in rural life running high every institute and every summer school should make prominent the agricultural feature. The Department of Agriculture at Washington and in each state and the United States Bureau of Education will be willing to send a representative gratis, and the International Harvester Company will send an expert for his expenses, and provide charts, literature and stereopticon slides gratis. The special advantage of this work is that every teacher in the country can have the use of charts, slides and literature free, and give a lecture in her own schoolhouse, thus passing on the great lessons she learns.

From some one of these three sources every institute and summer school in the United States should have expert service.

SURVEYORS SURVEYED

In most cities the surveying of the surveyors is as keen and relentless as any surveying ever done by surveyors. The public and the school people have no mercy on experts. This is one reason why the recommendations are usually so inoperative in legislation. Will some one please furnish a list of legislative acts carrying out the recommendations of experts?

This is not saying that the surveys do not accomplish good in other ways, but the first test should be the legislative results.

CATHERINE GOGGIN IN 1902

In view of the great demonstration of appreciation recently at the time of the death of Miss Catherine Goggin the following editorial in the *Journal of Education* fourteen years ago is of interest:—

Catherine Goggin, the remarkable woman with whom Margaret A. Haley has worked to accomplish so much for Chicago teachers and taxpayers, is out, after several weeks of severe illness caused by overwork in the tax fight. She is one of America's noble women, for whose restoration to health and strength all women teachers especially should give thanks.

It is exceedingly interesting to see how clearly some things were appreciated by us in those years. We were not so happy in our appreciation of Howard J. Rogers.

ANONYMOUS COMMUNICATIONS

Not once a year does anyone inflict an anonymous communication on us, but occasionally someone breaks loose. They almost invariably go to the scrap heap unread. Really it is inconceivable that any one should expect an editor to publish attacks on people when the writer himself does not dare to do it. Once only in years have we read an anonymous communication and in that instance we used it

as a text for an editorial because it gave us an opportunity to say something we were very glad to say. We have now returned to our practice of sending all such documents to the junk heap unread.

BEST EVER

Cornell University refused a degree to a senior because he admitted that chorus girls were fascinating to him. When will such fascination bar every university student from college degrees?

A PRIVATE OPINION

Our private opinion not editorially expressed is that there is no more patriotism or principle involved in taking a chance of plunging the nation into a slaughterous war in order to encourage joy riders to indulge in the luxury of a thrilling experience on a warship of a belligerent country in the submarine zone than there would be in tying a red shawl about a child and tossing him into a bull pen.

SOCIAL RECOGNITION OF WOMEN TEACHERS

Among the newest new things in school circles is for the president of the Woman's Club to give a reception and entertainment in her home to the women teachers and the wives of the men teachers. It is made as "distinguished" a function as any of the season.

Superintendent J. F. Keating of Pueblo rang true at Detroit on "Tenure for Teachers," and Superintendent Fred M. Hunter of Lincoln, Nebraska, reported some highly valuable out-of-school work. Their "Garden Club" raised and sold \$4,000 worth of truck.

Whatever your attitude toward Gary do not fail to send a post card at once to Public Service Institute, 51 Chambers Street, New York, for Bulletin No. 12 on the Buckingham Comparisons on Gary-Ettinger work. Don't miss it on any condition.

The one unpardonable omission in the issue of March 9 is reference to Secretary Durand W. Springer, whose efficiency was universally appreciated, and by no one more than by the editor of the *Journal of Education*.

Western Reserve University of Cleveland is the recipient of a three-million-dollar model farm at Barberton, thought to be the best in the world. It is known as "The Anna Dean Farm."

Stranger things have happened than for President E. J. James of University of Illinois to be prominent in the Presidential outcome.

Columbia University's registration, March 1, not counting duplicates, was 16,144, with more to follow.

Here is hoping that New York teachers get a pension law that is both safe and equitable.

New York City is to have a new campaign for a small Board of Education.

A SERIES OF "DON'TS" FOR THE YOUNG ENGLISH TEACHER

[Continued from page 293.]

is too ridiculous for comment. It absolutely destroys the unity of anything, ruins any interest that you have been able to secure in one subject, and is utterly futile to enthusiasm. Picture to yourself cutting into the work of a freshman class that is thoroughly waked up to the joys of literature from reading "Ivanhoe" or Aldrich's "Story of a Bad Boy," to drill on a lesson in verbs, or dampening the ardor that a junior class experiences in discussions of the life and deeds of Sidney Carton and Charles Darnay by stopping for a day to punctuate correctly twenty-five sentences or learn the difference between Simile and Metaphor, Apostrophe and Personification.

Do anything to fill a child's heart with a love for literature; don't aggravate him by your unwise stopping by the wayside for grammar or rhetoric review that should be a unit in itself, just as necessary to be taught to be sure, but taught in the proper place.

12. Don't place too much weight on the mid-year examinations or the finals. The monthly test or the test which should follow the completion of a definite piece of work, for example, a book in literature, grammar review, unity and coherence in the sentence, scansion, etc., is a much fairer and more accurate test of a pupil's ability.

13. Don't count too much on written work prepared outside of the classroom. Fond parents at home, kind friends at school often do more of Mary's and Johnnie's work than is good for them. Let your classroom be your workshop. The work done there under your direct supervision counts for much more. This, of course, is particularly true in regard to the freshman work.

14. Don't depend too much on a textbook. Be original—plan things that will be especially interesting and profitable for the particular boys and girls you have to teach in the particular locality in which they live. A good teacher needs no textbook—she makes her own.

15. Don't lay too much stress on the literary and aesthetic side at the expense of the business and practical side. Remember that many of our boys and girls have to enter the business world immediately after high school. All the assistance that we can give them to meet their problems and help them in earning a good livelihood we must render. Let us not teach wholly for the one-third who expect to go to college.

16. Don't give too much time to English literature and forget our own worthy American literature. Read the admirable article in the English Journal of November, 1915, on "Required American Literature."

17. Don't always assign a lesson from *The Book*. Use the newspapers, New York Times, Boston Herald, Boston Transcript, Springfield Republican, as a text. Magazines, such as *The*

Outlook, National Geographic, Literary Digest, World's Work, Travel, The Nation, furnish wells of live information for the live student. Bring the classroom and the world into closer relationship.

18. Don't assign abstract subjects as theme topics for a real flesh and blood boy or girl to write upon. Make his or her classroom work a part of his work and play outside, not something foreign to it. Choose rather as theme topics—My Violin—The First Time I ever told a Lie—How I Made a Sled—Why I Go to the Movies—The Street Car Service in our Town, etc.

19. Don't teach your class en masse. Study the individual, learn his temperament—tastes—home surroundings—his habits of study—his pastimes—you will surprise yourself at how much better results can be gained if you make your pupil realize that you know something about him beyond what you see in the classroom, and are interested in other things in his life than in just what can be accomplished in the formal boundaries of the forty-minute period.

20. Finally, then, don't teach for just cramming bits of knowledge into the boy or girl—don't teach to cover the subject of pronouns today and verbs tomorrow—get beyond that—let your vision be broader and deeper—get at the heart of your boy or girl. For after all what does it profit him if he passes every test with an "A" if his heart is all wrong? Teach for the love of it and you will make your boy and girl love it, too, for as Carlyle says: "In whatsoever thing thou hast thyself felt interest, in that or in nothing, hope to inspire others with interest."

SOCIALIZED RECITATIONS AT GREENWICH, CONNECTICUT

There are some innovations in the educational world that are dependent on favoring conditions and an acceptable environment. Others will blend easily with existing plans and supplement without overturning them. The cautious, observant superintendent is like the keen mariner who will instantly descry in the offing a vessel of unusual rig or shape.

It must be admitted that the freedom extended by certain Boards of Education to their superintendents renders easy the fulfillment of new plans and the execution of new ideas.

After all, new plans are often but the enlargement of old ideas and the educational man who comes into the arena shouting "Eureka" is confronted with the exhibition of what others have long since accomplished in the same line.

Among the most delightful communities in New England few equal and none surpass that of Greenwich, Conn. Situated within easy access of New York City, a suburban town with all urban attractions and facilities, it has all the charm that refinement, spacious and beautiful estates and an intelligent citizenship, with a large sprinkling of wealth, can contribute.

In this delightful locality Superintendent E.

C. Andrews happily finds his lot cast. Equally fortunate is the town in the possession of a superintendent of alert ideas, large experience and a broad and keen intelligence.

Among the features that signalize his advent to the town is the "Socialized Recitation" which he has carried on with success and discrimination the past six years.

In the Havemeyer School of which Stanley D. Benham is principal, Miss Mary C. Donovan recently gave a delightful recitation which exhibited not alone the acquisition of knowledge on the part of the pupils, as gratifying as that was, but an expansion of mind and an intelligent comprehension of current facts that should be encouraging to any teacher. The effect upon the pupils seemed to be to give a facility in the handling of the facts of everyday history and the making of themselves constituent parts, not of the stolid mass unable to appreciate the

events that go to make up the tide of daily life, but on the contrary, messengers who could carry forth from school and communicate to others a comprehensive idea of the great factors that ought to interest everyone.

The ordinary perfunctory recitation does not seem to stimulate the memory and judgment of the pupil. These "Socialized Recitations" quicken the thought and put the pupil on his mettle, for to confess ignorance of subjects which are familiar to his peers among the pupils is in a measure humiliating.

There is certainly a quickening of ideas among pupils in this newer form of recitation and the whole thought has become well-rooted and thoroughly exemplified at Greenwich. There is a touch throughout the schools of the personalized hand of Superintendent Andrews that is gratifying to witness.

A.

EDUCATORS PERSONALLY

Dr. M. M. Parks, president of the Georgia Normal and Industrial College of Milledgeville, is one of the most interesting boosting and booming educational progressives whom I have met. In twelve years he has transformed an institution almost miraculously, and in the heart of Georgia has achieved as much along the most modern lines as has any man in any other state, North or South. When he went there in 1904 there were fourteen graduates, last year there were 140, and this year there will be nearly 200. Last June the increase had been 1,000 per cent. in eleven years.

A graduate of Emory College, he did graduate work in Chicago University and Harvard University, did summer school work for six years in the summer session of Chicago University, has made a trip around the world and has enjoyed many other educational activities. For intense energy, skilful leadership and making bricks without straw I do not know his superior.

Dr. W. W. Waterman, who died at his home in Taunton, Mass., on February 13 in his eighty-fifth year, was an exceptionally efficient and worthy educational leader. He was the first superintendent of Taunton, serving from 1869 to 1886. He was always enthusiastically professional and for thirty years no man in the state was more loyal or active in local, state and New England educational associations. Aside from official educational life Dr. Waterman attained much prominence and high professional appreciation by notable legislative experience. Few men have ever served the cause of education as well in legislative activity as did he. Although born

within five miles of the place from which he was buried, his early educational service was in Wisconsin, Nevada and Illinois. He was a man of vision and with intense earnestness.



HARRIET N. WINCHELL
Resigned from Chicago Public
Schools January 7, 1916, after
51 years of consecutive service.
Principal of the Samuel J. Tilden
School for 46 years and 4
months.

Miss Harriet N. Winchell, who has resigned as principal of the Samuel J. Tilden School, Chicago, after fifty-one years of service in the public schools of the city, has been first vice-president of the Principals' Club of Chicago from its organization. No other man or woman has enjoyed the loyal friendship and affectionate regard of the system more uniformly than has she. At the famous Principals' banquet in honor of John D. Shoop, upon his election as superintendent, Miss Winchell was also a guest of honor and was presented a bouquet of fifty-two of the loveliest of roses. The ovation given her was second only to that of Mr. Shoop.

President Nicholas Murray Butler of Columbia University was chairman of the Committee on Resolutions of the Republican Convention of New York State, which was one of the highest honors of the meeting. Never were the Resolutions quite so vital a matter as this year.

Miss Katherine Devereaux Blake, who was on the Ford Peace Mission, has returned more intensely in earnest than ever in the cause of peace. She insists that no school book should be in the hands of any pupil if it has a picture of war, of soldiers, of battleships, of firearms. She is making a lively campaign for the enforcement of these ideas,

AUTHORS IN SCHOOL

WILLIAM SHAKESPEARE

OUTLINE STUDY.

Born, Stratford-on-Avon, April, 1564.

Married Anne Hathaway, 1582.

Died, April 26, 1616.

This acknowledged prince in English literature was born in one of the most beautiful sections of mid-England, and was of respectable, but not remarkable lineage. His country life left a deep impression upon him, signs of it appearing time and again in his literary works afterwards. He loved the Forest of Arden, within which he frequently followed the chase. It was a country lass he chose for wife, and it was to the country that he retired after his illustrious dramatic triumphs in London. In the chancel of the country church his dust reposes, at his own request; instead of in Westminster Abbey, as England wished.

So much of mystery attends Shakespeare's earliest days that even his most worshipful biographers are not quite sure of their facts. It was not until more than a century and a half after his death that the first biography of him appeared, and many events could not be verified. Nothing is positively known of any early scholarly proficiency, though it is known that he attended the grammar school of his native town. Certainly he had no taste of collegiate life and drill.

To account for the commanding genius of this country boy has taxed the wisdom and ingenuity of many able writers. Some, even in late days, have decided for themselves that the great dramas could never have come from such a source as Shakespeare, but from some mind much greater than his could possibly have been. Perhaps Senator Ingalls was near the truth when he once said: "Genius has no pedigree or prescription, and the greatest marvel is not that the tragedy of 'Hamlet' was written by Shakespeare, but that it was written at all."

Shakespeare could not have been much beyond twenty-one when he turned his steps to London. Mouldy traditions inform us that he took care of the horses of patrons of the theatre, and gradually worked his way up to a place on the stage. Of his acting no notice reaches us. But in his theatrical career of twenty-five years (1587-1612) he had not only produced his numerous plays, but had acquired a large fortune, enabling him to retire to his country estates for the few remaining years of his life. He died at the early age of fifty-two, and none of his dramas were published until seven years after his decease.

It seems incredible that in a brief quarter of a century so many great works could have been produced. Shakespeare must have been a prodigious worker, and have had nerves like iron. How his work was done is a standing marvel, as well as how thoroughly and beautifully it was done.

It were unprofitable to give merely a catalog of his works. But it is interesting to know that

Shakespearean scholars divide his dramatic career into three periods.

Period I—1587-94. This period was given more to revising and partly re-writing plays already produced by others. In this period may be placed "Henry VI," the tragedy of "Titus Andronicus," and the comedies, "Love's Labor's Lost," "The Comedy of Errors," and "Two Gentlemen of Verona."

Period II—1594-1600. "It is in this middle period of his work that the language of Shakespeare is most limpid in its fullness, the style most pure, the thought most transparent."—Swinburne. Belonging to this period are such plays as, "Richard II.," "Henry IV.," and "Henry V.," and a series of brilliant comedies, "Midsummer Night's Dream," "All's Well that Ends Well," "Merchant of Venice," "Much Ado About Nothing," "As You Like It," and "Twelfth Night."

Period III—1600-12. In this period Shakespeare deals with more profound experiences, with the more intense moral struggles of human life, with deeper emotions. Here we may find the four great tragedies, "Hamlet," "Macbeth," "Othello," "Lear"; the three Roman plays, "Coriolanus," "Julius Caesar," "Antony and Cleopatra"; and one comedy that is almost a tragedy,—*"Measure for Measure."*

Mr. Hallam states that "no letter of Shakespeare's writing, and no record of his conversation, has been preserved," a fact that his ardent lovers greatly deplore. But, after all, this is unimportant compared with his works. Deprived of much that we might wish to know of the historic Shakespeare, we shall always be rich in having the literary Shakespeare.

CHRONOLOGICAL ORDER OF SHAKESPEARE'S PLAYS

Much diversity of opinion exists as to the dates of composition of the plays. Here are three lists on the authority of as many Shakespearean scholars. A dash placed in a column indicates disputed authorship:—

	Malone.	Chalmers.	Drake.
1. Titus Andronicus.....	—	—	—
2. Henry VI., Part 1.....	1589	1593	—
3. Henry VI., Part 2.....	1591	1595	1592
4. Henry VI., Part 3.....	1591	1595	1592
5. Two Gentlemen of Verona....	1591	1595	1595
6. Comedy of Errors.....	1592	1591	1591
7. Richard II.....	1593	1596	1596
8. Richard III.....	1593	1596	1595
9. Love's Labour's Lost.....	1594	1592	1591
10. Merchant of Venice.....	1594	1597	1597
11. Midsummer Night's Dream....	1594	1598	1593
12. Romeo and Juliet.....	1596	1592	1593
13. King John.....	1596	1598	1593
14. Taming of the Shrew.....	1596	1599	1594
15. Henry IV., Part 1.....	1597	1597	1596
16. Henry IV., Part 2.....	1599	1597	1596
17. Henry V.....	1599	1597	1599
18. As You Like It.....	1599	1602	1600
19. Much Ado About Nothing....	1600	1599	1599
20. Hamlet	1600	1598	1597

	Malone.	Chalmers.	Drake.
21. Merry Wives of Windsor.....	1601	1596	1601
22. Troilus and Cressida.....	1602	1610	1601
23. Measure for Measure..	1603	1604	1603
24. Henry VIII.....	1603	1613	1602
25. Othello	1604	1614	1612
26. King Lear.....	1605	1605	1604
27. All's Well That Ends Well...	1606	1606	1598
28. Macbeth	1606	1606	1606
29. Julius Cæsar.....	1607	1607	1607
30. Twelfth Night.....	1607	1613	1613
31. Antony and Cleopatra.....	1608	1608	1608
32. Cymbeline	1609	1606	1605
33. Timon of Athens.....	1610	1611	1602
34. Coriolanus.....	1610	1619	1609
35. Winter's Tale.....	1611	1601	1610
36. Tempest, The.....	1611	1613	1611
37. Pericles	—	—	—
—McSpadden's Shakesperian Synopses.	New York:		
Thomas Y. Crowell.			

SPELLING

The following words are fairly entitled to be called the hundred worst words. Probably they are more often misspelled by high school pupils than are any other 100 words in the language:—

1 accept	35 hopping	69 refer
2 accommodate	36 immediately	70 referred
3 affect	37 judgment	71 seize
4 all right	38 laboratory	72 separate
5 already	39 lead	73 shepherd
6 angel	40 led	74 siege
7 angle	41 loose	75 similar
8 athletics	42 lose	76 stationary
9 believe	43 losing	77 stationery
10 benefit	44 necessary	78 stopped
11 business	45 niece	79 studying
12 calendar	46 ninety	80 there
13 committee	47 occasion	81 their
14 complement	48 occurred	82 to
15 compliment	49 parallel	83 together
16 describe	50 Parliament	84 too
17 din	51 peace	85 truly
18 dine	52 piece	86 two
19 diner	53 plain	87 until
20 dining	54 plane	88 village
21 dinner	55 planed	89 villain
22 disappear	56 planned	90 weather
23 disappoint	57 precede	91 weird
24 effect	58 prejudice	92 where
25 eighth	59 preparation	93 whether
26 equal	60 principal	94 which
27 equation	61 principle	95 whose
28 except	62 privilege	96 writ
29 forty	63 proceed	97 write
30 forty-five	64 professor	98 writer
31 fourth	65 quiet	99 writing
32 government	66 quite	100 written
33 grammar	67 receive	
34 hoping	68 recommend	

—From "The Correction of Themes." Houghton Mifflin Company, publishers.

APPLIED MATHEMATICS

I sometimes wonder what's the use
Of squaring the Hypotenuse,
Or why, unless it be to tease,
Things must be called Isosceles.
Of course I know that mathematics
Are mental stunts and acrobatics,
To give the brain a drill gymnastic
And make gray matter more elastic—
Is that why Euclid has employed
Trapezium and trapezoid,
I wonder?—yet it seems to me
That all the Plain Geometry
One needs, is just this simple feat,
Whate'er your line, make both ends meet!

—Anne W. Young, in Harper's Magazine.

SUPERINTENDENTS AT THEIR BEST

(Continued from page 290.)

REPORT OF COMMITTEE ON RESOLUTIONS

We, your committee on resolutions, beg to submit the following report:—

1. We affirm that every child in the United States of America has definite educational needs for which adequate provision should be made by proper legislative enactment and by ample resources for support. In so far as the public, the superintendents and the teachers are now meeting these needs, the American School System will be able to fulfill the larger educational obligations of an expanding modern democracy.

We believe that American public education now offers substantial hope for the realization of the fundamental principles of liberty and humanity which will alone support a righteous nationalism and internationalism and by which peace, justice and progress will be guaranteed.

We believe that a new international note should be sounded in our educational program, calling upon us to cultivate mutual understandings and interdependence among the peoples of the world, and to this end we recommend that our national government adopt the policy of appointing educational attaches to our embassies and legations in foreign countries.

2. The complete unification and Americanization of all our people is a necessity. In view of the temporary cessation of immigration, the present is a particularly opportune time for the extension of educational agencies that will effectively prepare immigrant children and adults for the rights and duties of American citizenship.

We recommend that the president of the Department be authorized to appoint a special committee to co-operate with the United States Bureau of Education and all other agencies in realizing this goal.

3. We rejoice over the progress in state, and especially in national, legislation which promises to guarantee the protection of children from the ill effects incident to undesirable kinds of labor at the time when future public welfare demands that they should be in school.

4. We re-affirm our approval of Federal aid to vocational education as proposed in the Smith-Hughes Bill now before Congress. We believe that the end to be served is so important and so diversified as to require a Federal Board, the members of which shall be educational representatives of the interests concerned and shall give their undivided attention to the administration of the act.

5. We commend most heartily the activities of the United States Bureau of Education and its helpful co-operation in the development of education in all parts of the country. We recommend to the Congress of the United States a generous increase in appropriations for the Bureau, in order that it may be able to respond to the multiplied demands throughout the nation for its services.

6. We re-affirm our belief that a small board of education is the most efficient instrument for the administration of the affairs of public schools.

7. We re-affirm our belief in the value of a Bureau of Research in connection with the superintendent's office. We also commend the properly conducted, sympathetic and constructive school survey as an aid in the solution of school problems. We look forward, however, to the time when every school system will be so equipped in its own regular official and teaching staff as to conduct a continuous survey from within.

8. We affirm that the overcrowding of the elemen-

tary schools is a most serious defect, requiring, as it does, the individual teacher to be responsible for the instruction and the discipline of too many pupils. We believe that it is the part of educational economy to provide as speedily as possible for the abolition of this practice.

9. In view of the progress that has been made in raising the standards of preparation for teaching, it is recommended that school boards and superintendents throughout the country adopt, as soon as possible, for their guidance in the selection of elementary and secondary teachers and supervisors, the highest standards now in force in our more progressive states.

10. In order to secure more efficient teaching we re-affirm our belief in the necessity of helpful, sympathetic and constructive supervision of schools, both city and country.

11. We re-affirm our belief in the importance of encouraging all agencies designed to promote the physical well-being of children. We note with satisfaction the increase in the co-operation between health and school authorities.

We strongly favor physical training that will develop mind and character as well as body, but we are emphatically opposed to the introduction of compulsory military training into the high schools of the country before mature consideration of the educational questions involved therein.

We suggest the appointment by the incoming president of the Department, of a committee of nine to study and to report upon the proper place for and purpose of military education of American youth, and in case it is appointed we recommend that the board of directors of the National Education Association be requested to provide for the necessary expenses of this committee.

12. The country child is entitled to as good a school as the city child. He should have a professionally trained teacher, who is paid an adequate salary. The rural schools should have good supervision. We believe the county superintendent of schools, as well as the city superintendent, should be chosen solely on account of academic and professional qualifications, executive ability and good character. We are convinced that his selection should be determined by some method other than that of popular election, which is usually influenced by considerations other than educational. We further recommend the consolidation of rural schools wherever practicable.

13. We express our appreciation of the action of the various railroad associations which gave to the members of the Department the benefit of the open rate.

14. We express our appreciation of the hospitality extended to the Department by Superintendent Chadsey, his colleagues, the citizens and various organizations of Detroit.

15. We extend the thanks of the Department to President Shawkey for the excellent program prepared for this meeting.

16. We express our appreciation for the many courtesies extended by the hotel management.

17. We thank the representatives of the press for the excellent reports of the meetings of the Department.

Respectfully submitted,

Calvin N. Kendall, of New Jersey,
Edward F. Buchner, of Maryland,
J. A. C. Chandler, of Virginia,
Franklin B. Dyer, of Massachusetts,
William S. Sutton, of Texas.

COLLEGE TRAINING OF MEMBERS OF CONGRESS

In the present Senate and House of Representatives are college men as follows:—

26, University of Michigan; 20, Harvard; 19, University of Virginia; 16, Yale; 10, University of Wisconsin; 9, Columbia, Washington and Lee, New York University; 7, University of Cincinnati; 6 each, University of Missouri, University of Texas, Union Law School of Chicago; 5, Cumberland University; 5 each, University of Alabama, University of Georgia, University of Iowa, Georgetown University, University of Minnesota, University of Pennsylvania, Vanderbilt University, Boston University Law School, University of North Carolina; 4 each, Amherst, Princeton, University of Mississippi, Trinity (N. C.) College, Illinois Wesleyan; 3 each, Chicago Law School, Florida State College, University of Illinois, University of Kansas, University of the South, University of West Virginia, Bowdoin, Brown, New York University, Cornell, Lafayette, Central University of Kentucky, Columbian Law School, National Law School, Northern University of Ohio; 2 each, University of Arkansas, Annapolis, University of California, Lake Forest University, West Point, King College, Tennessee, University of Utah, College City of New York, Manhattan College, St. Peter's, Albany Law School, Bucknell, Westminster College, University of Indiana, Willamette College, Waynesburg College, Bethel College, Louisville Law School, University of Kentucky, Valparaiso Law School, University of Louisiana, Southwestern Presbyterian University, Christian University, Hampden Sidney College, Bethany College, Northwestern University, Wake Forest College, N. C., Ohio Wesleyan, Virginia Polytechnic Institute, Hanover College, Oberlin; 1 each, Arkansas College, George Washington Law School, Illinois College, Knox College, Oxford (Ala.) College, Stanford University, Transylvania (Ky.) College, Wabash College, Holy Cross, University of South Carolina, Newberry College, University of South Dakota, Tri-State University, University of Tennessee, Erskine (S. C.) College, Savannah College, Sam Houston Normal Institute, Brigham Young Academy, Randolph Macon College, Ohio Wesleyan, University of Nebraska, Northern Illinois Law School, Colby, New Hampshire Agricultural College, Brooklyn Law School, Colgate, Kentucky Wesleyan, Tufts, University of North Dakota, Williams, Kansas City Law School, Union Christian College, Notre Dame (Ind.), University of Oregon, Philadelphia College of Pharmacy, Alfred University (N. Y.), Susquehanna College, Otterbein (O.) College, Geneva College, Covenant Theological Seminary, Canisius College (N. Y.), Jefferson Medical College, Central Wesleyan, St. Louis Law School, Eureka College, Eclectic Medical Institute, Baylor University, Hanover College, Lebanon University, Indiana Central Law School, Butler College, Northern Indiana Law School, Hillsdale College, Iowa State College, Cornell (Ia.) College, Drake University, Baker University, Salina Normal University, Garfield University, Bowling Green College (Ky.), St. Mary's College, Georgetown College (Ky.), Union College, Columbia College (Tenn.), University of Nashville, St. Isadore's College, Baltimore City College, University of Maryland, Olivet College, Albion College, St. Paul Law School, Union Christian College, Baldwin College, De Veaux College, Ohio Central, Ohio State, Antioch College, Poughkeepsie Law School, Rio Grande College (O.), National Normal School, Lima Lutheran College, Wooster University, Western Reserve College, Mount Union College, Kenyon College, College Hill Institute, Wofford College.

BOOK TABLE

AMERICAN MUNICIPAL PROGRESS. By Charles Zueblin. New York: The Macmillan Company. Cloth. Illustrated. 522 pp. Price, \$2.00.

The wonder of this new and revised edition of Zueblin's "American Municipal Progress" is that any student and writer could put into readable, coherent shape such an immense amount of fact on recent progress in this field. The municipal improvement field is vast and it has been explored and experimented in almost without limit in the past decade or so. The vast scope of the progress Professor Zueblin clearly sets forth. Civic and social workers, public officials and others intelligently interested in municipal affairs will find the book most excellent for reference. For instructors it will be equally useful as a textbook. The excellent bibliography will be generally useful. The chapters cover the following subjects: The city portal, municipal railway legislation, the city street, the city's wastes, water and sewerage, public health, protection, justice and charity, indoor education, outdoor education, higher education, libraries and museums, social centres, parks and boulevards, recreation for the public, city planning, municipal ownership, municipal administration and municipal efficiency.

Professor Zueblin's advanced views on all these points are well known. No other American has the same audience with voice and pen that he has. He has a way of catching a community that is wholly his own. I recall his appearance in a new city in the Southwest. He was to be there for a week's lectures. It was a city that was quite proud of its achievements in less than thirty years. Mr. Zueblin's opening sentence in a preliminary interview in the leading paper of the city and state was: "This city is the best paved and poorest lighted city I ever saw." From that minute everyone was interested in every word he said. Before the week was over the city government had voted to be "the best lighted city in the United States." He knows what is wrong and what is right and how to make the wrong right, and he has courage of his convictions, and literary skill makes his courage fascinating.

SELECTED READINGS IN RURAL ECONOMICS.

Compiled by Thomas Nixon Carver, Harvard University. Boston, New York, Chicago: Ginn & Company. Cloth. 974 pp. Price, \$2.80.

No other American has demonstrated a better mastery of the science and art of agriculture or a better acquaintance with the best writings of the best men in the field than has Professor Thomas Nixon Carver of Harvard. No other man in the range of our acquaintance could have brought together forty masterpieces by leaders of thought and leaders in action as they are brought together here.

In no other volume can there be found so many reliable, vital, interesting facts upon so wide a range of significant phases of agriculture, and all classified so helpfully as in these "Selected Readings in Rural Economics."

It is an impregnable fortress for defence, and an exhaustless arsenal for an aggressive campaign. There is nothing omitted that any one could want, and there is not enough of anything to be burdensome. There is no antiquated fact or philosophy and no undemonstrated theoretical flights of fancy.

This is a great library, a group of resources, a source-book for agricultural students, a bundle of recipes for the practical farmer who has problems of nature and of human nature always on hand. It is one of the great contributions to the literature of farm life indoors and out, in spring and summer, in autumn and winter. It is really a culture study of agriculture or an agricultural view of culture.

ALONG MEDITERRANEAN SHORES. A Supplementary Reader for History and Geography in Sixth and Seventh Grades. By Mary Frances Willard, principal A. H. Burley School, Chicago. Boston, New York, Chicago: Silver, Burdett & Co. 269 pp. Cloth. Illustrated with 125 half tones. Price, 50 cents.

This is a rare book for school use. For fifty cents there may be put in the hands of children a book that would cost \$3 if published for the library or home. The 125 half-tone illustrations in the hands of a sixth or

seventh grade pupil are worth a volume of elaborate texts without illustrations, and the 269 pages of description attuned to the vocabulary, thought and interest of upper grade pupils is worth vastly more than any perfunctory description of these countries by a professional literary writer. And Miss Willard has done vastly more than all this, as she has gleaned the cream of fact and fancy from every country that opens to the world through the Mediterranean. It would take twenty books, each costing several times the price of this book, to put in the hands of children as much of vital geography and history of these European, Asiatic and African countries.

STORIES OF THRIFT FOR YOUNG AMERICANS. By Myron T. Pritchard and Grace A. Turkinton. New York: Charles Scribner's Sons. Cloth. Illustrated. Price, 60 cents.

Mr. Pritchard, principal of Everett School, Boston, has rare skill in sensing the interests and needs of young people in school and out, and he has never been happier in his foresight than in gathering more than twenty stories which young people will read with intense interest and from which they are sure to profit substantially. "Thrift" is the popular slogan today with old and young, but most books and articles on thrift have been all too preachery, a mistake which Mr. Pritchard never makes. His sermons are as attractive as candied remedies. He succeeds in fascinating children without being childish, in inspiring them without being sentimental. "Stories of Thrift for Young Americans" should be among the most popular youths' books of the day.

THE ADOLESCENT PERIOD: Its Features and Management. By Louis Starr, M.D., LL.D. Philadelphia: P. Blakiston's Son & Co. Cloth. 212 pp. Price, \$1.00, net.

Dr. Starr's previous volume on "Hygiene of the Nursery" created the demand for a book by the same author, covering the physical and psychical changes that are to be expected in the period of life between the end of childhood and adult age. The physician points out here some of the methods of management that should be adopted to insure the evolution of adolescence into healthy and useful maturity.

Better Books for Better Schools

NEW:

Ashley's Ancient Civilization	350 pages	\$1.10
Cajori and Odell's Elementary Algebra	209 pages	.65
Cunningham and Lancelot's Soils and Plant Life	341 pages	1.10
Hegner's Practical Zoology	495 pages	1.40
Maloubier and Moore's First Book in French	363 pages	1.10

COMING:

Ashley's Medieval Civilization	In Press
Ashley's Early European Civilization	In Press
Harris and Stewart's Principles of Agronomy	In Press
Hedrick's Constructive Geometry	In Press
Tisdell's Brief Survey of English and American Literature	In Press

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MARCH.

- 13-18: California Teachers' Association (Central Section). Superintendent E. W. Lindsay, secretary.
- 16-18: Central Minnesota Educational Association, St. Cloud. G. A. Foster, Willmar, president.
- 20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.
- 24-25: North Central Association of Colleges and Secondary Schools, La Salle Hotel, Chicago.
- 30-31: Central Education Association, Ellendale, North Dakota. T. S. Bjornson, La Moure, N. D., secretary.
- 31-April 1: Brown University Teachers' Association, Brown University, Providence. Walter Ballou Jacobs, secretary.

APRIL.

- 6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.
- 6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.
- 6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von Klein Smid, president; Daniel F. Jantsen, secretary.
- 16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.
- 19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.
- 20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.
- 21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

- 3-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.
- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

OCTOBER.

- 20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

- 2-4: Iowa State Teachers' Association, Des Moines. Superintendent

O. E. Smith, Indianola, Iowa, secretary.

10-11: New England Association of Colleges and Secondary Schools, Walter Ballou Jacobs, secretary.

16-18: Missouri State Teachers' Association. St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

SAUGUS. Charles L. Smith, principal of the Morse High School at Bath, Me., has accepted the principalship of the Saugus High School. He succeeds Principal Arthur Williams, and he will come to his position here March 20. His salary this year will be \$1,700. Mr. Smith is a graduate of Harvard and he taught in New Jersey and at Brooklyn Polytechnic Preparatory School before going to Bath in 1914.

HAVERHILL. Superintendent Clarence H. Dempsey's annual report points out a number of alterations desirable for the school course here to make it meet needs of the city more truly.

On one point he says:—

"The question of adapting the high school to the needs of different groups of students, to the changing conditions of practical life, and to the more exacting demands of higher institutions for which the school furnishes preparation, will make the revision of our secondary school course of study a most important problem in the near future."

Superintendent Dempsey says that the enrollment in non-English speaking children classes has diminished quite noticeably since the opening of the war.

MAINE.

ORONO. For some time the Board of Trustees of the University of Maine has been studying the admission requirements of other leading colleges of law with a view of raising the requirements at the University of Maine College of Law. A committee appointed by the board with power has agreed upon the following requirements for admission to the College of Law beginning with September, 1916:—

(1) Students who enter as candidates for a degree must present at least two full years of work in an approved college or university. An approved college or university will be understood to mean a college or university which requires at least fourteen Carnegie units for entrance, which offers facilities for good college work, and which maintains acceptable standards.

(2) Special students will be admitted only when they satisfy the following requirements: They must be at least twenty-one years of age; they must appear personally before a committee consisting of the president of the university and the deans of the colleges and satisfy this committee that they have the maturity and mental training that will qualify them to do acceptably the work required of regular students.

The work of all special students now in the college will be carefully reviewed before September, 1916. Only those students will be allowed to continue in the college whose rec-

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which is derived from grapes, has no substitute for making a baking powder of the highest quality.

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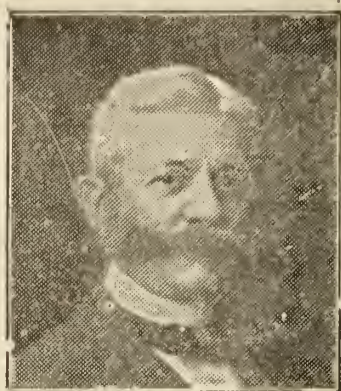
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ords show that they are doing acceptably the work required of regular students.

NEW HAMPSHIRE.

HANOVER. At the suggestion of the committee on admission to Dartmouth, the college will annually award a plaque to the school, sending three or more pupils to the freshman class, whose representatives stand highest during the first semester of freshman year; the committee feels that the standing of schools sending less than three pupils is chiefly the standing of individual pupils, and is not wholly representative of the school. However, in the future the announcement of honors for freshman year will include the names of the schools which prepared the honor students. The committee announces that the plaque for 1915-16 has been won by Central High School Springfield, Mass.; the four schools standing next highest are Holton High School, Danvers, Mass.; East High School, Cleveland, Ohio; Vermont Academy, Saxtons River, Vt.; Tilton Seminary, Tilton, N. H.

PORTSMOUTH. An exhibition of work done by grammar and elementary grade pupils was held in High School Hall Thursday and Friday afternoon and evening. Beside many drawings, maps, arithmetic and spelling papers shown, the papers of every grade pupil were collected in packages arranged in tiers upon wide counters so that all the parents could examine their children's work. The grade teachers were present to talk matters over with mothers and fathers.

A display which attracted much attention was arranged by the commerce and bookkeeping department of the high school under the direction of Miss Hazel D. Shields.

The domestic arts and manual arts displays were a source of great wonder and admiration to the many parents attending. The exhibit arranged by Miss Hazelle G. Cate, supervisor of domestic arts work in the public schools, included dining tables attractively set and covered with a variety of tempting viands, plans of houses and essays on "Food

Values," "The Prevention and Care of Colds," etc.

Franklin M. Davis, city supervisor of manual arts, also offered a well-arranged exhibit of work done by pupils in the upper grammar grades and high school. The pieces included a morris chair, gun case, book case, cedar chest, writing table, towel racks, tool castings, etc.

CLAREMONT. Claremont recently dedicated its \$73,000 addition to the Stevens High School. The principal speakers were State Superintendent H. C. Morrison and ex-Congressman H. W. Parker. Other features were the delivery of the keys by the building committee to the high school committee, a French play by the students and glee club and orchestra selections. After the formal exercises there was a public inspection of the building with class work going on in manual training, cooking, sewing, type-writing, book-keeping and laboratory work in physics and chemistry. The new building contains twenty-one recitation rooms and laboratories and a fine assembly hall. It will accommodate 400 pupils. The school has an endowment of \$163,000. The headmaster is A. C. Cummings.

MIDDLE ATLANTIC STATES.

MARYLAND.

BALTIMORE. Serious defects in public education in this state are pointed out by the Maryland Educational Survey Commission in their report, which was submitted to the governor and members of the General Assembly recently. Drastic recommendations for the improvement of the elementary and secondary schools are made with the view of divorcing them from politics, as the commission says "no legislation will produce results unless our schools are taken out of politics."

The commission was authorized by an act of 1914 and the governor appointed as members B. Howell Griswold, Jr., chairman; J. McPherson Scott and Colonel Albert W. Sisk. An appropriation of \$5,000 was made to carry out the purposes of the legislature. As that amount

was insufficient to carry out so extensive a survey as contemplated by the legislature, the commission asked the general education board to undertake the survey.

That board consented to do so, agreeing at the same time to supplement the legislative appropriation to the extent of \$7,500. The commission told the general board that the finances of the state at this time would not permit an increased appropriation for public schools and asked that body not to draw a plan for an ideal school system in Maryland which would be beyond the state's resources, but rather to indicate whether or not Maryland was getting the best results from the money now expended, and if not, in what manner the same sum could be expended to better advantage.

The general board reported that the present appropriation, if properly extended by the counties, and wisely and correctly applied, should give Maryland an excellent public school system.

The report deals solely with the elementary and secondary schools of the county and in no way does it touch upon the school system of Baltimore city. Nor does it cover the higher educational institutions receiving state aid. The hope is indulged that the legislature will see fit to authorize a survey of the other state-aided institutions, as it is pointed out no survey of the schools will be complete unless this is done.

United States Government Civil Service Examinations

All teachers both men and women should try the Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. H 221, Rochester, N. Y., for large descriptive book, showing the positions obtainable, and giving many sample examination questions, which will be sent free of charge.

The report calls attention to the fact that the Federal census of 1910 ranks Maryland among the states of the Union as twenty-third in point of illiteracy, and adds that if full allowance is made for the twenty per cent. negro population of the state the results are still very discouraging. Then it adds:—

"It is a source of congratulation that the remedy is demonstrably clear and comparatively simple. The needed corrections in the school machinery are pointed out in the report, and these can be promptly made. The necessary legislation to this end is embraced in proposed bills, which will be presented to the legislature."

Discussing the subject of politics in the public schools the commission says that public opinion in the United States has long since endorsed the view that education and politics will not mix.

"The State possesses a sound organization in skeleton only. Neither the State Department of Education nor the office of the county superintendent is so manned and equipped that they are really effective for the purpose for which they exist. The law does not even require the county superintendent to be a trained or experienced school man; and furthermore, adequate provision for skilled assistance exists in only one or two counties.

"In most counties, therefore, an untrained official, without expert aid, certifies teachers, arranges courses of study, supervises instruction, and examines for promotion children who attend school regularly or not, as they or their parents please."

Then the report goes on to say that the state's large school fund is not distributed so as to accomplish the greatest possible good. "The counties get their quota," adds the commission, "whether they do their educational duty or not, with the result that the backward counties do much less than they ought and some well-to-do counties do much less than they should. The state fund thus becomes a source of positive demoralization."

Referring again to the cause of the trouble, the commission says:—

"A few words suffice to explain. Public education in Maryland is 'in politics.' Politics is apt to prevent the State Board of Education from acting with vigor, to determine the composition of the county boards, to affect the choice of the county superintendents, even to enter into the selection of the one-room rural school teacher. Of course, there are exceptions."

The chapter devoted to "Maryland and Its Schools" shows that in the counties, and exclusive of Baltimore city, there are 1,935 white and 550 colored schools, and the children of school age number 275,503 white and 63,964 colored, and that 200,783 white and 44,475 colored are enrolled. The state employs more than 5,000 white and 1,000 colored teachers, and the annual outlay for the public schools is more than \$5,000,000, one-half of which is spent outside the city of Baltimore.

Summarizing the chapter on the State Board of Education, the commission says:—

"We may conclude that the Maryland statutes are sound in providing a State Board of Education, though

SCHOOLS AND COLLEGES.

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the body as constituted requires reconstruction. The staff of the office should be increased, so that the laws can be more intelligently and uniformly applied, and largely through its activity an aroused public opinion must develop, ready to follow when the state authorities give the word."

Discussing the State Superintendent of Public Education, the report says that official cannot be the state's educational leader unless he has proper assistance and support; and adds:—

"The office can no longer be conducted with its present allowance. In ways that will appear clear the Superintendent must be assisted by adding to his resources a few experts capable of taking the field under his direction in charge of specialized activities."

The present method of selecting county superintendents is seriously condemned and it is pointed out that most of these officials are changed with the change of state administrations.

The criticism of county superintendencies does not apply in many instances to Allegany, Baltimore and Frederick counties, says the commission, which pays a high tribute to the work of Albert S. Cook in Baltimore county.

The commission asserts that the teachers in the public schools of Maryland are for the most part very poorly equipped for the work and that less than five per cent. have received a standard normal school training. Here are some striking comments:—

"Grouping together standard normal school, part college and college graduates, about ten per cent.

E. O. VAILE, Oak Park, Ill.,
FORMERLY

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of the elementary teachers in Maryland—not more—may be called well trained, not quite one-third could on a stretch be called fairly well trained and at least one-third practically untrained. The body as a whole is thus heterogeneous to the last degree.”

The chapter devoted to “Finance” shows that in 1870 there were 300,000 children of school age in the state and in 1910 there were 400,000, an increase of forty-one per cent. While the school population during that period increased forty-one per cent., the total school fund has increased 277 per cent. Per child the amount available has increased from \$4.59 in 1870 to \$12.26 in 1914.

Now a financial re-adjustment of the funds is proposed. The commission says on this point:—

“To derive the greatest benefit from the present liberal support Maryland is giving to public education, some of the so-called school funds should be abolished and the others combined into a single fund to be known as the general school fund. This policy involves the abolition of the academic fund and the bank stock fund and the discontinuance of special appropriations. To furnish free textbooks and the needed supplementary readers and textbooks the present apportionment of \$150,000 should be materially increased. Every county should be required to make a minimum levy for the support of the schools and no part of the state apportionment should be paid a county that fails to comply with that requirement.”

NEW YORK.

NEW YORK CITY. New York University announces that Isaac Pitman shorthand can be learned there in thirty days. The courses for shorthand teachers at the University

during the coming summer are particularly attractive. Charles L. Frank will again conduct the class in methods of teaching stenography and typewriting, and in addition will innovate some new work in the form of a course in office training.

PENNSYLVANIA.

PITTSBURGH. The Pittsburgh Sun had this sane and inspiring editorial in its issue of December 4:—

“The efforts to interest the city in the proposition to adapt Hights Run Ravine, adjoining Highland Park, to the needs of a playground undoubtedly will meet with success. This piece of land will provide an ideal playground. Its location is picturesque in the extreme, and in the fifteen acres there are broad level patches suitable for ball fields and tennis courts; there are hillsides and gulleys; open and wooded spaces, and through the reservation, most of which is owned by the city, flows a stream that can be dammed to provide a bathing place and be otherwise beautified. This location is peculiarly adapted to the use proposed, and it will afford a splendid place for the youngsters of the immediate vicinity, and even for those from other sections, for the space will be ample. This is one of the ways that city-owned land can be utilized for the general improvement of the people. The children should be provided with safe and healthful places in which to play and under the supervision of those who have made such work a study. The more healthy the youngsters the better the citizens, and to construct playgrounds and equip them properly is investing in future generations.”

REDSTONE. This township, under the lead of Superintendent Ira H. Hess, has installed the “home credit scheme” with unusual care and thoroughness. Mr. Hess says regarding this venture:—

“In giving credits for industrial work at home, the performance of the act alone is not always of chief importance. In granting credits for home work it should be seen to that cheerfulness, accuracy, neatness, etc., accompany the act. It is not good taste to give credit for home work where pupils have been compelled to perform the act. Slovenliness, un-

tidy and inaccurate work should not be credited. Pupils earning home work credits will be given credit at the end of the year under regular studies. The total per cent. to be added, however, will be limited. Pupils are not compelled to enroll for home work. All are welcome to join in this interesting as well as important phase of education.”

SOUTHERN STATES.

SOUTH CAROLINA.

ROCK HILL. Winthrop Normal College has on its campus 500 school gardens and many experimental plats. On the school farm of 144 acres, three-fourths mile distant, there are, among other equipment, a modern dairy of eighty cows, a large poultry plant, numerous experimental plats, and barn lots and pens containing 200 calves and the same number of hogs.

COLUMBIA. The University of South Carolina, through its news letters, circulates an open letter to college men of the South, the product of the University Commission on the Southern Race Question. Its object is to marshal all influence available against the crime, and the letter is signed by W. S. Sutton, Texas; Josiah Morse, South Carolina; W. L. Kennon, Mississippi; W. O. Scroggs, Louisiana; James D. Hoskins, Tennessee; R. J. H. Deloach, Georgia; W. M. Hunley, Virginia; E. C. Branson, North Carolina; James M. Farr, Florida; J. T. Thomas, Arkansas; J. J. Doster, Alabama.

CENTRAL STATES.

WISCONSIN.

MADISON. As a part of their effort to arouse parents of school children to the practical value of Latin study in the high school, the publicity committee of the Wisconsin Latin Teachers' Association has prepared and published a newspaper clip sheet containing a series of six articles suitable for reprint by interested editors.

“Latin and Why One Should Know It,” is the title of the series. The individual articles are: “The Latinist's Creed,” by J. W. Scudder, Albany, N. Y., “Latin and an English Vocabulary,” “Latin and the Professions,” “Latin and the World About Us,” “Latin and English Spelling,” “Latin and the Romance Languages.”

In sending out this clip sheet, the Latin teachers are attempting to use the same publicity methods employed by teachers of vocational subjects whose practical value is more obvious.

WHOSE FAULT IS IT?

[From Augusta, Me., Journal.]

A former governor of Maine wonders if the standards established in our schools are not fixed by the merits of the few, a little beyond the attainment of the great majority.

We sometimes wonder if the pride their children in school is not to their children in school is not to blame for much of the hardship of students who receive no assistance in their home work. Some parents work with their children right along through grammar and high schools, adding the benefits of their maturer judgments, and giving them that advantage over children whose parents,

or guardians, or household friends cannot give them.

It is probable that no school system can be devised that will be entirely satisfactory to all. It is unfair to hold back the brilliant and ambitious scholar, and it is just as unfair to attempt to drive the average student to keep pace with the brilliant one. Some parents struggle and worry and add largely to their own personal discomforts while doing their best to keep their children up to the standard demanded by teachers and school officials. They know that it is disheartening to their children to fall behind others with whom they have thus far kept pace, and so the fight goes on.

In other cases, parents are incompetent to give the assistance which much of the home work seems to require, and simply give up in despair and get all the satisfaction possible out of cursing the school system and denouncing the teachers who "are paid simply to lay out the work and arbitrarily rank the students."

Now and then a child overstudies in the struggle; others give up in bitterness, their faith in the justice and fairness of human institutions shattered and their chances of average success in life handicapped. Some of these cases are deplorable and sadden entire communities which are admittedly powerless to correct the evil.

Always the newspapers are receiving complaints concerning the schools, and we presume they always will. The schools always need improving and are always being improved. The systems are constantly undergoing criticism and revision. Educators are doing their best, according to their light and experience.

Meantime, let parents and teachers continue to do their best, but in order to do that let them get together more and more for the common good. One of the best of the modern associations, we believe, when it has been built up to a higher degree of usefulness, is the Parent-Teacher Association.

Educational Association Officers

Iowa State Teachers' Association:
President, J. S. McCowan, principal high school, Sioux City; first vice-president, G. E. Marshall, principal high school, Davenport; second vice-president, Agnes Helbig, ward principal, Mason City; third vice-president, D. B. Heller, city superintendent, Seymour; treasurer, G. W. Samson, Teachers' College, Cedar Falls.

Remington Offices to Move

It is announced that the executive offices of the Remington Typewriter Company, now located at 327 Broadway, will, in a few months, move to new offices at 374-376-378 Broadway, on the southeast corner of Broadway and White street. The large building at this location is being remodeled in preparation for the Remington occupancy and will be known as the "Remington Building."

The present Remington quarters occupy three buildings with a total floor space including basements of 50,000 square feet. The new Remington offices, however, will have a floor space of 90,000 square feet, and are said to be more spacious than those at present occupied by any typewriter company.

TEACHERS' AGENCIES

AN AGENCY THAT RECOMMENDS ONLY

TWO telephone calls during the last week of February satisfactorily answered show again the confidence of principals in recommendation work. February 13 the principal of the Cohocton high school asked us to recommend a teacher for grades 1-2 to begin March 13, continuing next year if satisfactory, and adding "This is my first experience with your Agency—we do not want a flood of applications," to which we replied "We shall consider ourselves fortunate if we have even two or three suitable candidates to recommend to you, as this is a time of year when good grade teachers are scarce." February 25 the same principal writes: "Our Board of Education is sending a contract to Miss..... for the position of teacher in grades 1-2. We trust that she will be entirely satisfactory and that we may retain her for next year. We will need a teacher of..... for the coming year. Can you recommend?" etc. February 24 the principal at New Hartford asked us by **TELEPHONE** for a teacher of biology, algebra and American history. The same day after telephoning a candidate who fitted the requirements we were able to telegraph him "Miss..... applies. Good candidate. Record mailed." On February 26 Miss..... writes: "I expect to go to New Hartford tomorrow and be ready to begin teaching on Monday. Thanking you for your prompt action," etc. Teachers free to begin work now in places likely to continue for next year can easily **CALLS.** put themselves in line to take advantage of such constant telephone

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*Mary Bullock
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*Marcia E. Russell
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*Conrad Johnson
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From T. C. U. Teachers

From Ohio

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*Flora L. Herzog
Cincinnati*

From Kansas

"Thank you for your promptness in sending me the cheque for the Quarantine on my school. I always remember you to friends as an organization of worth and value, and prompt in all your dealings."

*Lutie C. Abbott
Downs*

From the East and the West, the North and the South, we receive letters from grateful teachers in appreciation of what the T. C. U. has done to make their paths more pleasant in times of trouble. That is when a teacher needs a friend—and particularly a financial friend—when Sickness or an Accident begins to pile up extra expense, without an income to offset it, or when Quarantine suddenly stops the salary. Then it is that a cheque from the T. C. U. looks good, just as it did to Miss Frazer and Miss Kelly and Miss Herzog and Miss Bullock, and thousands of others who have received cheques in times of need from the T. C. U.

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*Lila C. Frazer
Gainesville*

From Tennessee

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*Mrs. Bertha R. Mynders
Memphis*

From Nebraska

"The cheque was promptly received and very much appreciated. My friends were quite astonished at the liberal policy of the T. C. U., and I have no doubt that several of them will join."

*Truby Kelly
Ainsworth*

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NEW ENGLAND AND NATIONAL

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BOSTON, MARCH 23, 1916

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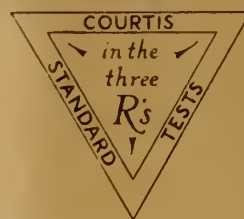
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MARCH 23, 1916

A. E. WINSHIP, Editor

THE TEACHER'S SERVICE

BY ARTHUR S. SOMERS

New York City Board of Education

There never was a time when the significant things of life—faith, honor, sympathy and service—were so well worth living for as now. New ideas are constantly being presented to us. We cannot escape the necessity of considering a hundred social problems that never bothered our grandfathers. I am persuaded, however, that the results of this constant agitation in our modern life will inevitably be to vindicate and confirm more completely in the eyes of mankind those verities of conscience that are as old as the story of creation. Therefore we may rejoice, you and I, that we live in a time of stress, of thought and action. Yes, this is the best possible time for living, and the best possible place, because here and now we have the best opportunities for development, if only we shall seize these opportunities.

And what are these opportunities? Shall we include among them the material things, such as position and salary, clothes and furnishings? Certainly we may. But let no one try to persuade you that wealth and social position or professional perferment is all that opportunity means. The greatest opportunities are for the development of the finest that is in us, the human reflection of the spark divine. So for those about to teach, they extend a peculiarly significant offer. That is why I rejoice to be with you here, so that for one brief evening I may dedicate myself to the privilege of associating with you, who for so long will yourselves be dedicated to the most perfect service—the service of your fellows.

Those who become members of the supervisory and teaching corps of the department of education are in truth the servants of the public—not in that slighting sense in which the ignorant use that term, but in the glorious sense in which every great social leader and reformer has been truly a servant of the people. In that employment, under modern conditions, men and women must find a means of livelihood just as all modern workers must who undertake any form of labor. This does not mean that you are about to teach in order that you may live, but rather that you must live so that you may teach.

As teachers, service has a peculiar significance for this modern period of ours. The amount of knowledge that you must impart is not as knowledge, a formidable thing; how you teach it, the spirit that dominates your method, that

is the thing that really determines your value for the community. To the degree that your classroom relations reflect what is finest in the world about you, to that degree your pupils will become fitted for the world. True, it is from you that our children must learn arithmetic, writing, spelling and geography; yet more truly must they also learn tolerance, judgment and loyalty to conviction. You cannot train for freedom in a school for slaves. Even in the classroom there is a fine reciprocal spirit of courtesy and confidence that denotes the real teachers. Do not misunderstand me. I am making no plea for an education that is sentimental and mawkish. I believe that it is essential to the equipment of life that a child should know the significance of labor.

We must depend for the best teaching on the fine personality of those who teach. I do not mean by personality some mysterious quality that is vouchsafed to a fortunate few. On the contrary, the quality of personality I have in mind is a very simple thing and something that may be acquired. It comes with the spirit of self-devotion.

Teaching should be included among the most splendid occupations—when it is practiced by men and women whose dominant idea is devotion to the ideal of service. You cannot make the teaching profession fine by arguing about it. There is but one way. You must sanctify it by service.

I think that the interests, privileges and rights of teachers are of public importance to the degree that they better enable teachers to care for the children intrusted to them. I am well aware that these interests may be forgotten for a time. There are times when capricious critics, the uninformed editor and the ignorant official vex the soul and dishearten the spirit. But remember that the verdict will not always lie with these, but with the great body of people who know your work and know its worth, the parents of the children.

And so, go forth to your labors, superior to disappointment, unshaken in your ideal of service, patient under misunderstanding, indifferent of the petty limitations of petty people. Do not lose your first enthusiasm. Remember that although you may meet many whom you may teach, you yourself have much to learn. If you must criticise, do so wisely, courteously and impersonally. Do not attach yourself to cliques. If you are discouraged at the start,

remember that the best teachers often had poor beginnings.

Above all, do not forget that the teacher in the public schools begins her work with the latest support of the community. The public has read of thieving contractors, of loose accounting, of sinister influence in public offices; it has grown weary of public protestations of virtue to conceal personal ends; in this depressing

vista of the past it does not forget that in all these years the records of the teaching service have remained in contrast, clean, honest, sincere. Imperfections this service has doubtless had, for that is the common heritage of humanity, but it has been untarnished by dishonor. Would, indeed, that all our public history could present so fine a page. It would be well with us if this were so.

THE PUBLIC SCHOOLS

BY CARLOS M. COLE

Superintendent, Denver

[From the Denver Post.]

Our public schools are our greatest institution. Upon their future rests our ideal of government and of human liberty. The people always have been aware of this. Our statesmen and our educators and our professional men only have recognized it sometimes. But the people have known it always.

And each forward step in public education has come from the people. Each forward step only has been achieved after a contest. Sixty years ago education in America was primitive. It consisted in what we then called "The Three R's." The kindergarten has come since then, the high school, the polytechnic high school, vocational guidance, the trade school, domestic science, physical examination of students; last, meals and clothing for the children of the poor. Those great and far-reaching changes have all been made in sixty years. Each one of them only was brought about after a contest. And the people have always been on the side of improvement.

The people know, indeed, that education is always the first and the greatest asset of a free nation. They witness the truth of that being demonstrated every day. Viewing the larger field, they see that in Germany a great nation has been built within half a century from a number of small principalities and they know—whatever they may think of militarism—that the finest achievements of the German empire have been due to its system of thorough, scientific and carefully correlated education. Public education in Germany is not a haphazard enterprise. It is integral with the whole structure of the state. And in that respect at least we of America can profit from the experience of Germany.

Public education is invaluable to a city, too. It is one of the first elements of civic expansion, stability and prosperity. The people everywhere are beginning to recognize that Los Angeles is a standing proof that Los Angeles has a great educational system. It is absolutely divorced from politics. It begins with the kindergarten and runs, not only through the grade schools to

the high schools, but from the high schools to the polytechnic high schools, where the students are finally trained in many trades and scientific callings. Los Angeles has spent more upon its public school system than any other city in America; but every dollar spent has been spent wisely and every dollar spent has earned two dollars for civic efficiency and civic prosperity in Los Angeles. There is nothing like public education as a profitable investment for public money, and the people know it.

Of course, I neither advocate nor excuse extravagance in matters of public education. I am for efficiency. And efficiency is always the foe of extravagance. Efficiency is the foe of extravagance in the expenditure of public money. It is the foe of extravagance in the expenditure of human effort and in the purposes of human life. Efficiency is now directing the attention of educators to what we call "vocational education"; to the preparation of our boys and girls for those occupations which they mean to follow at maturity. We are coming to realize the necessity for scientific methods in dealing with this subject; and we are changing our methods rapidly to meet this necessity.

Until quite recently, until the last five or six years, we have been following the conditions and traditions of the past. The aim of education has been too general. Even now we are spending vastly more time than is necessary for a better result in elementary education. We take from sixteen to eighteen years to equip a boy or girl for a professional career. Educators know that is too long. There is a great deal of wasted effort and misdirected purpose. It calls for careful and conservative but, at the same time, radical change. We must connect public education with the life of the community in a scientific way. Our public schools should lead directly to the citizenship; to the industry; to the scientific and commercial work, and to the ideals of the community.

What a crime it would be to take lads who are playing tag in the streets and teach them to kill their neighbors.—Thomas W. Churchill.

UNIVERSITY TEACHING

BY WALTER MATSCHECK

Director, Wisconsin Efficiency Bureau

In view of the growing discussion of the subject of teaching in universities and colleges, and of President Butler's criticisms as published in his 1914 report, as well as utterances of President Foster of Reed College, it may be interesting to hear the opinions of those who have witnessed and studied teaching from other viewpoints.

Let me speak here of university teachers as teachers, not of university teaching in general as to subject matter, academic method, lack of field work, or courses. The proposition that university teaching as a rule is as poor as any class of teaching that can be found is coming to be more and more accepted. Many university people, especially those in authority, are not quite ready to officially admit it, and are therefore not doing much to better the condition. But talk to the men who are not so old in the game or are not so officially bound, talk with them privately as man to man and hear what they have to say. It has been my experience that the opinions voiced are not quite so complimentary.

There is at least one class of university people who know and admit poor teaching, and that class consists of the taught. "I like Professor——. I get a good hour's sleep every time I go to class." "The poorest excuse for a teacher that I ever saw." "I took three words in notes at economics lecture this morning. They were 'November 12, 1915.' There was nothing else worth putting down." "Our German 'prof.' gave us a lecture on cigarette smoking this morning. It was lots of fun." "I don't have to read my text in history, the instructor repeats it word for word in his lecture." "Professor —— is the easiest man in the world to bluff." These expressions are all taken from those one hears every day among students. And every one indicates some fundamental defect in the teaching of the instructor referred to. The most regrettable part of this situation so far as the students are concerned is that though they are the chief sufferers, they seem to take it for granted that it must be so. They seldom raise any protest. Occasionally some one raises his voice against being made the object of experiment for the idiosyncrasies of a professor, but it quickly dies out. Students do not seem to realize what it means to them to be forced to spend time unprofitably.

It is sometimes said in defence that students do not appreciate their instructors. It is only in after life that they begin to see what this or that man meant to them. True, but did you ever notice that the man chiefly remembered by the college man after he has been out several years, is always a man who was a good teacher, or at least a man in whose classes he did not sleep? The man with the greatest treas-

ure for the student fails absolutely if he does not so present what he has that the student gets it. We have all known men who were strong men in their fields, but from whom not one student in a hundred received enough to make it worth while to go to class. Such a man is not a university teacher or any kind of a teacher.

To the extent that the lecturer fails to give to the students in his classes something new, something which they have not read or cannot read in texts, he wastes their time and his. Is this putting the case too strongly? Once in a while, it is true, there is a man who is worth listening to if he talks of nothing more than the weather. But he is the exception among university men. Think on the other hand of the number of men who have written texts in their particular work, have their classes use these texts, and then because they seem to have put everything they knew about the subject in those books proceed to repeat them word for word even to the "ands" and the "buts." Perhaps the student who sleeps during such a class is making the best possible use of his time, considering that he is required to be present. Is it any wonder that two students in a large class will go to class on alternate days, the one present answering to the names of both on roll call? Surely there is a reasonable excuse.

But the man who repeats the text is not the only lecturer who wastes the time. There is the instructor who at the beginning of the course lays down two or three propositions, in themselves very simple. He then assumes a low degree of receptivity and mental alertness in his students and a high degree of ability to find a proposition when hidden beneath a mountain of words. The remainder of the course is devoted to seeing in how many different ways this instructor can repeat the original propositions, giving at the same time a minimum of training and information to the students who must sit and listen to his words. That during this long process nothing is said, that one path has been traced and retraced, does not seem to weigh heavily with this type of instructor, for year after year he does the same thing.

The image that comes to mind when we hear the expression "typical college professor" indicates another class whose value as real teachers is almost zero. It is true that for undergraduates, if not for graduates, the man who is so wrapped up in his research that he looks on his large class of young students as an evil necessary to his existence, but most disagreeable, is a teacher from whom they can expect and will receive but little. An older student may receive some inspiration, but the underclassman as a rule will get nothing.

It is customary when speaking of poor teaching in universities to pass it off on the system

of using young instructors and assistants. As a matter of fact it is among these same instructors and assistants that very often the best teaching and best teachers are to be found. At any rate, there will be as large a proportion of good teachers among them. This statement will be disputed by those who believe that in order to be a good teacher one must have a vast store of knowledge of the subject and a large research experience. They discount the freshness of youth, enthusiasm for teaching, and the fact that the young men are not so far from the student stage as to have lost entirely a fellow-feeling with them.

The first step toward better instruction in universities, it seems, should be a change in the conception of what students need. We must learn that students cannot be picked up and set down in the midst of learning and then be expected to absorb from mere propinquity enough to turn them into college graduates. Students must be taught and in order that they may be taught our instructors must be able to teach them. Would it be too much to say that if every person teaching in the average university with 500 on its faculty were as good a teacher as the best fifty, the students would cover the work now covered in four years in a maximum of three? Not necessarily that the four years should be cut down to three, but rather that students should secure in four years what they now would get in six.

The much talked of supervision of instruction would mean a great deal. President Butler urges it for the young instructor. It is very necessary for these new men, but why limit it to them? The older men need it just as much as the younger, some of them much more. Some large universities, however, will not consider supervising even the young and inexperienced. That would mean, they fear, undue interference. Each man should be left to work out his own salvation. That the difference between success and failure as teachers for some men would be determined by a few helpful visits does not seem to affect their views. Also they fail to realize that young men as a rule are open-minded. Because a professor does not think that he would like to be visited, no matter how much he needed it, he believes that he should not visit, or have others visit, the young men. The older faculty become a mutual admiration society, and they begin the initiation of the new man as soon as he becomes identified with the school.

It is surprising how many instructors fail to realize that to their students they are mere bulletin boards on which are posted reading, assignments and examination questions. Perhaps if they could be made to see this, some of them would pay more attention to that part of their work which is in large proportion their excuse for being on the faculty. It is also surprising that they do fail to realize this, and for those that do realize it that they can rest content on such a reputation.

THE UNIVERSITY AND PREPAREDNESS

BY CLARENCE T. HAMILL, PH. B.

Brown University

The question, What can the university do to aid in preparedness? has been again brought to my attention by reading Dr. Edmund James' address to the New York Illinois Alumni Association. There is no doubt that the college and university ought to do something definite in this line. In the present war the ranks of fighting men contain a large percentage of European college students. The history of our own country shows that this condition was also noted during our wars. The study of the history of college fraternities shows that the organizations were practically wiped out of existence during the Civil war. Since college men are to act as soldiers in time of war it is well that they be prepared.

The government does much toward preparedness by aiding state universities and maintaining National Guard organizations. Whether it would be better for the federal government to aid this work to any greater extent rather than establish a new school based upon the principles of West Point cannot be readily answered. The United States army is a volunteer army, no element of conscription entering into its formation.

Does the state university maintain this standard? To my knowledge it does not. Two years of military training at regular intervals during the week are required of all students, failing this they cannot graduate. The morale of this type of regiment is, as one would expect, very low. It is not exaggerating to say that less than one-third of the freshmen and sophomores in state universities would elect this work were it optional.

If the state university could establish a military college which would compare favorably with West Point then I think the federal government should and would aid in its maintenance. A four-year, not a six-year course in military art and science is what the student desires. Open courses in engineering and military training to the student at entrance give him the opportunity to decide whether he will be an engineer or an army officer. At present students enter state universities not to learn to be soldiers, but to learn to be scientific tillers of the soil or builders of bridges.

A comparison can hardly be drawn between the West Point and state university graduate. The state student is trained to march and drill, he studies infantry tactics, some few, a rifle team, attain distinction as marksmen, but they are far from being soldiers. Agriculture and engineering students "take military because it is required." They go through it merely as a matter of form. The university boy knows little or nothing about commanding fire of a battery of field artillery or the many duties of officers and soldiers in cavalry and coast artillery. We are wrong in thinking that state universities do or can with one or two years extra training

graduate officers. They graduate men who with a year's training might make good soldiers, but I question whether more can be said for them when experienced army officers state: "It takes at least seven years to make a soldier."

I believe, however, that this training is a good rather than a bad feature. It serves a purpose. Do not expect too much as a result. It does not and cannot under its present standard turn out a product which can compare with the West Pointer.

Of the five hundred principal colleges and universities in the United States less than one-sixth are state institutions, hence solving the problem for them leaves more than four hundred colleges still facing the problem.

The firing of firearms, the construction and maintenance of devices used in war, are the mere application of principles taught in mathematics and physics. The question, What is the

greatest height a rifle ball reaches having a known velocity and known range? is, as one will readily note, the practical problem of projectiles from the study of physics.

The panoramic sight is often discussed in scientific journals, but the student does not associate it quickly with the principles of reflection and refraction which he has already studied. I would advocate a plan which could be adopted by even the most conservative institution in America. Introduce a semester course in either the department of physics or mathematics in which the subjects discussed and studied are the modern instruments used by our army. This association may lead inventive minds to a field for their efforts. Encourage the students in colleges where military training is not given to enlist in the National Guard and in every way strengthen themselves both mentally and physically for the duty which stands before them.

THE ALGEBRA SITUATION

BY O. S. THOMPSON

Pasadena, California

This inquiry into the algebra situation in high schools was made, first, in order to discover the chief cause or causes of the great number of annual failures in this subject in all parts of the country; secondly, to present the best educational thought and practice in meeting the problem; thirdly, to learn just how far the grades should be held responsible for the trouble and, incidentally, what kind of preparation in arithmetic is needed for algebra work.

If the reader will keep these points in mind as he goes over the discussion he will find them answered, no doubt, to his satisfaction. Since the data requested was so important, a careful selection of men was made whose re-action to the questions would bear some weight in the educational field. So the data was secured from the following list of men, men who are recognized as leaders in the various portions of the educational field and men from all parts of the country. The list is composed of the following: State superintendents, 7; state high school inspectors, 3; high school principals and teachers of algebra, 7; normal school teachers of mathematics, 5; city superintendents, 8; directors and professors of education, universities, 4; total, 34.

The best high school men have come to realize that the algebra situation is a high school problem. Successful experiments have been carried on for several years toward meeting the difficulty. It was with the hope that more light might be thrown on this situation and that more of those interested in the subject might become acquainted with the best thought on the matter that the writer questioned well known educators in all parts of the country.

It is surprising to note the agreement among these educators as to the causes operating to give so many failures in this subject and also the uniform agreement in the suggested reme-

dies. They are almost a unit in saying that the situation is due to causes operating in the high school and its organization; and they indicate that the remedy must be found in simplifying the subject matter, in special help for the pupil, in motivating the work or in making it elective. Two very prominent educators would drop it out of the course of study as an educational tool. The greatest criticism falls upon the high school teacher with his poor work, his lack of normal or professional training and the false standards set up by such teachers. A certain amount of criticism is directed toward the grade preparation in arithmetic, but in almost every case the fault in preparation is due to lack of thorough drill in the fundamentals of arithmetic. It is also agreed that the arithmetic required is that of the simplest kind and that algebra should strengthen the arithmetic work and not that the work in arithmetic should under any circumstances be the means of eliminating the chief algebra difficulties.

I shall present below a tabulation of the replies under the various questions and give in detail some of the most interesting answers.

"In your opinion what are the causes for the great number of failures in high school algebra?"

The replies group themselves naturally under the following heads: Poor high school teaching, 22; subject too difficult or abstract, 15; no relation to child's experience, 10; poor texts, 5; high school methods, 4; high school weakness, 1; too large classes, 2; algebra not essential, 2; preparation in arithmetic, 12; total, 73.

It is interesting to note that out of seventy-three causes given for the great number of algebra failures practically sixty-one are causes which are operating in the high schools. Twelve referred to the preparation in arithmetic as one of the contributing causes,—no one referred to

it as the chief cause,—and nine out of the twelve spoke of the poor preparation in arithmetic as being lack of drill on the fundamentals and essentials of that subject. In several cases poor preparation in arithmetic was indicated as consisting in too much time given to the non-essentials, to unrelated and meaningless problems, and practically all are agreed that the arithmetic required as an introduction to algebra is of the simplest kind.

Probably the matter of the poor high school teaching and teachers without professional or normal training are the most common points of criticism, and next to these stands the criticism of the subject matter itself. One very prominent normal school man wrote that in the past fifteen years he had seen only two years of good teaching in the algebra work of a high school with which he is very familiar. On the basis of the replies it would seem that it is in these two important directions that the greatest good can be done in this work and it is also true that the best high schools are working along these very lines.

"The percentage of failures." Schools vary considerably in this regard. The percentages in this questionnaire run from nine per cent. to forty per cent. of failures in this subject, with the great majority of schools failing between one-fourth and one-fifth of the algebra pupils. Where special remedies are being used to eliminate the failures, such as supervised study, etc., the failures are somewhat less.

"What do you think might remedy the situation?" brought out some very interesting replies and these replies indicate that the great trouble is with the subject matter itself. The following tabulation indicates the way in which this question was met by these representative men: Better teaching in high school, 12; simplify the subject matter, 10; make algebra elective, 8; thorough drill in arithmetic fundamentals, 6; place work in child's experience, 6; supervised study in high school, 5; place algebra in second year high school, 5; better arithmetic in grades, 2; algebraic solutions in grades, 2; smaller classes, 2; better texts, 2; closer correlation with grades, 1; drop it out of high school, 2; standards of teachers too high and false, 3.

If the reader will examine these replies closely he will recognize that practically the same ideas are offered as remedies for the situation which we find expressed conversely as causes for the failures. In other words the great trouble seems to be with the subject matter and the way it is presented, and the remedies are to secure better teaching, simplify the subject matter, or make it elective. Some of the most prominent men in the country are in favor of making the subject elective and require it of those, only, who are going into engineering or the like. The following letter from one of the most prominent state commissioners of education expresses the attitude of several men of prominence: "I must confess that increased experience makes me extremely skeptical as to

whether algebra, for the ordinary secondary school student, is anything more than educational husks. I cannot now find any valid reason why it should be included in any high school program except for a limited number of students preparing for an engineering course."

With regard to the relation between arithmetic of the grades and the algebra everything indicates that the kind of arithmetic work that plays a part in algebra is of the simplest kind or the fundamentals. It is well to note that few individuals mention arithmetic at all, and where mentioned, six of the individuals asked for more time on the fundamentals, and two simply mentioned the arithmetic with no specification.

"Would the addition of arithmetic as an extra subject in the freshman class eradicate the algebra trouble?" This was inserted because the writer became familiar with one high school which chose to meet the problem in this way without having tried out any of the methods which are being used in the best high schools. The attitude expressed was one which based the cause of the failures in the high school algebra entirely upon the preparation of the children in arithmetic, although the grade system concerned was laying special stress upon the very best kind of arithmetic for the algebra, that is, thorough drill in fundamentals. The preparation desired by this high school was more time spent on difficult reasoning problems as a basis for algebra and more time on material which is now considered obsolete by progressive educators.

The replies to the question are unanimous in declaring such a method of meeting the situation wrong from the standpoint of educational practice. Not a single educator expressed himself in favor of such a plan and several thought that such action would tend only to complicate the situation. In many cases the point was made that algebra should be used to maintain the efficiency in arithmetic, that arithmetic should come after algebra in the high school, and that more of the material, which the children had been studying for the past eight years, was not at all the antidote for the algebra trouble. Some of the characteristic replies are as follows:—

"Use algebra to clear up arithmetic, not arithmetic to clear up algebra." "Intellectual work too heavy now in freshman class." "Would only introduce another trouble." "Algebra should maintain and increase efficiency in arithmetic." "Too much time on arithmetic now." "Arithmetic needed for algebra of the simplest kind."

"From the standpoint of the educational hygiene of children at this age would you advise such an addition?"

This is one of the most valuable questions because it has to do with the health of the children at this most critical period in their lives. Educators realize, especially since Hall's great study on Adolescence, that the freshman age with its great physical and mental changes, especially for girls, is a very important stage, and that everything possible should be done to carry

the child over this period without injury to health. The great change between high school and grade methods, coming as it does while the child is passing through the important physical and mental changes referred to, is in itself enough to interfere with the best work of the children while they are trying to adjust themselves. Because of this, the work should not be increased in amount, but rather decreased in every way possible. The best high schools over the country are fast discovering a way to meet this freshman problem in the algebra with all its abstractions and unreal problems, "cooked up" as one educator says, "to demonstrate some difficult algebraic principle." All replies to this question were against such a plan, and in many cases emphatically so. Some of the most valuable replies are given below.

"Do not think algebra and arithmetic together would be tolerated in a community." This reply came from an expert in algebra, author of one of the most popular algebras on the market, and a man of wide high school experience, at present connected with a very progressive high school and university. "Decidedly not." "Not unless something else made way for it." "No. With a wise teacher algebra should be a developing subject." "No. We find here in the normal school that algebra clears up arithmetic."

"Would the placing of high school geometry before algebra help the situation?"

There seems to be quite a decided objection to the placing of the high school geometry before the algebra. Practically every one is against this plan. However, one educator of very high rank thought this a good plan. The writer knows of one high school where this plan was followed out and the principal claimed that his failures were fewer in algebra. This, of course, may be due to the fact that the algebra came later in the course and at a much better time as far as the physical condition of the children was concerned.

"Do you think the methods of instruction and textbooks play an important part?"

This question overlaps very much upon some of the others and in many cases was answered by the replies to the other questions. It was inserted because the writer wanted to be sure he would get a re-action on the points mentioned in the question. In every case the answer to this question is in the affirmative. One would expect it to be so after reading the replies to some of the other questions. Some of the most interesting replies are these:—

"A large part of the problem." "Yes, decidedly." "They play a large role in this tragedy." "We need more devotion to the student and less to the text."

I believe the writer of this last statement

summed up the whole philosophy of the algebra situation and many others in our schools, when he wrote this sentence. If the algebra were suited to the child, if it were brought down to the level of the child's ability, if it were not a mass of abstractions of no practical use to the child, there would be no algebra difficulty as it now exists. One writer says: "The failures are numerous because of the indifference of pupils due to their shrewd recognition of the worthlessness of the subject for them"; this is also a clever observation and sums up the pupil's attitude as we may find it in practically every high school today. If ever a subject in the public schools was out of touch with the child's experience, was without anything to tie up to in the practical affairs of the average individual, it is the algebra as now presented in many schools. Nothing emphasizes this fact any better than the great number of "annual tragedies" in the freshman classes throughout the country.

One is justified in drawing the following conclusions from the data presented and in answer to the points referred to in the introduction.

The chief causes for the great number of algebra failures are the methods of instruction in the high school, the abstractness of the subject matter, and the lack of vital contact with the lives of the pupils.

According to the best educational thought and practice, the best methods of meeting the difficulty are, to simplify the subject matter and suit it to the needs and capacities of the children, to make it elective, or to establish supervised study in connection with the subject.

The grades may be held partially responsible for the poor algebra work in so far as the children are not well prepared in the fundamental processes of arithmetic. The arithmetic needed for algebra is of the simplest kind. There is hardly a doubt but what most grade systems give the children all the arithmetic work necessary for algebra. "The transfer between the two subjects can never be automatic," as one very prominent educator put it. Just as the grades have a certain constant percentage of failures in arithmetic, so the high school will have in algebra. A certain percentage of mortals are not, nor never will be, equipped for abstract mathematics.

No one is any more wide-awake to the algebra situation than progressive high school men. The best schools are working this difficulty out on a sound educational basis.

Finally, one must assume from the ideas of these representative men in the educational field, that algebra is primarily a high school problem and not one of preparation in the grade schools.

A specialist who is only a specialist is a very poor specialist.

—Thomas Nixon Carver, Harvard University.

EARLY CONSOLIDATION IN INDIANA*

BY J. C. WEBB

Franklin, Indiana

Many people think of consolidation of schools being a term wholly modern in American education. The exact term has been used by American educators for a period of at least seventy years. It is a mistake to think that it is the flimsy expression of a present day faddist.

The one-room district school of a hundred years ago was in a sense a consolidated school. Most of the early settlers of Indiana were not in favor of general public education. They had come from the South and brought with them that faith in the private school which prevailed in that section and which has for centuries prevailed in England and other European countries. In the fiction which portrays the Hoosier life of a century ago we frequently find the itinerant teacher vitally connected with that life. The teacher of certain communities went from one home to another and taught the children of those homes. Many of the children learned very little by this method of education. Some of the children learned something of the fundamentals. But this method was not at all satisfactory to the most thoughtful settlers. Even if the teacher was well qualified to teach, it was extravagant to have him direct his energies toward the same things in so many different places. It is well for us at the present time to know that this idea is still true. The people became aware of this fact. Consequently they chose a central site fairly convenient to all and built a school building thereon. They then employed a teacher to teach in this central or "centralized" building. The children for miles around were sent to it. By this means the teacher's influence was greatly widened because he could reach the whole community with one effort and at one time. This forward movement could very aptly be called the "Consolidation of the Private Schools." To this day we occasionally find people in Indiana who do not believe in public school education. Such people still educate their children by means of private tutors. This forward movement of doing away with the private school was taken about one hundred years ago. Some communities are unconsciously so non-progressive in matters of education that they have not taken a single progressive step toward the improvement of the school system since that time.

"During the time that Horace Mann was secretary of the State Board of Massachusetts, 1837-1848, he tendered to the board annual reports. The fourth report shows the need of fewer school districts and larger schools. The advantage of union schools, from the standpoint of both economy of funds and ease of discipline, is pointed out. Consolidation of districts is favored, the qualifications of teachers discussed,

the importance in the interests of economy, of regular and punctual attendance is shown and the influence of the parents' interest upon the school is emphasized."—Hoyt.

The idea advocated by Horace Mann in the above quotation was first carried out by Superintendent F. E. Eaton of Concord, Mass., in 1869. Four district schools were consolidated. The undertaking, although bitterly opposed by some patrons, succeeded, and the school wagons have rendered service continuously to this day, and the splendid Emerson School in the city of Concord stands a monument to the wisdom of Horace Mann and of Superintendent Eaton. Caleb Mills, state superintendent of Indiana, as early as 1859 advocated consolidation of schools in Indiana.

The one-room school of a century ago was reached with greater effort on the part of the children than it now takes to reach any modern consolidated school. The present day consolidated school is simply an enlargement of the unit which was established by the consolidation of the private schools. The good roads and the mode of travel of the present day justify this change. It is difficult for one of the present time to understand or appreciate what the difficulties of travel of that day were. With the many good roads of Johnson County travel of any sort is wonderfully facilitated.

HELP THE SCHOOLS

BY DR. PAUL W. GOLDSBURY

Warwick, Massachusetts

These must have every encouragement to advance the fundamentals if not the frills of education. Mothers and fathers go where there are good schools. The country is the most natural place for educating the child, and a country school needs little of the fancy equipment of the city one, but it must take advantage of its outdoor privileges and not scrimp in whatever betters the health or lessens the isolation of people. School committees are called upon to give a large amount of time freely with perhaps little or no compensation commensurate with the task. There is, then, necessary such encouragement to them as will establish the most friendly and reciprocal relationships, so that parents are free to offer suggestions and to consult with the school committee and may come to appreciate and therefore share a little more their point of view, and a little of the burden of concentrated anxieties. Such relationships are of course necessary between teachers and parents. In a town as small as this a teacher misses the stimulus that can be gained from free association with other teachers and so it is necessary to present the best possible inducement both pecuniary and social, and retain the best teachers.

* Because this is Indiana's Centennial we are using many references to her history. This is the year for all teachers to know about Indiana.

EVILS OF THEMES AND DEBATING

BY ROBERT HALE

Boston

There are few men possessing an unbiased mind or a retentive memory of their own undergraduate days who would venture to defend the intellectual standards of our undergraduates. The cult of vacuity in academic halls is too brazen to be overlooked. The dangers of originality are too great to be faced by any young man at the outset of his "college career."

But the causes for this ailing are not to be found solely in luxurious fraternity houses, or professionalized athletics, or even in stupid and unsympathetic instructors here and there. Modern educational methods have done more harm even than modern plumbing to the undergraduate mind. I recall at least one New England college where not so very long ago men dwelt together for the most part in the most unexceptionable discomfort, and yet political conviction, religious faith and intellectual standards were as unusual as if every man had had his own motor car and shower bath.

It is not fair to blame the plumber and the steamfitter and the subsidized quarterback for what is more the fault of deliberate systems of instruction than anything else. I do not venture to cover the whole field of iniquities wrought by the so-called elective system. But I should like to comment on two forms of abuse common in, and peculiar to, the modern American college.

The first is the writing of themes. The second is debating. These evils are best studied in their most virulent forms—daily themes and intercollegiate debating.

A critic complains of the college girl who, "when asked to write a description of a sunset applied to the librarian at once for a book on sunsets." But he does not criticise the instructor who made the requirement. It ought to be an insult to any high-spirited man or woman between eighteen and twenty-two years of age to be required to write a description of a sunset. And yet college instructors go on exacting daily themes in this same stupid way. The daily-theme course in our colleges compels men to turn out day after day all sorts of themes on required subjects. The aim of these courses is to teach style and command of language. The American university has not yet comprehended that style is simply the apt expression of an idea. As such it is obviously a by-product of the idea. We spend infinite labor in our theme courses on style, but none on ideas. We expect the mill to produce fine meal, and forget that no good grist has gone in at the other end. We permit our undergraduates to feed their minds on the lowest forms of current periodical literature and then expect them to write like Addison or Montaigne, by compelling them to compose daily essays on sunsets. The result of these

courses is that people who are capable at their best of writing good spelling and punctuation and tolerable grammar indulge themselves in the grossest of literary vices, emotional insincerity. Can any one imagine a man in Oxford, or Göttingen, or Grenoble being seriously invited to write a theme on sunsets, or oak trees, or campus buildings, or any one of the thousand things that are compulsory in our colleges? The wonder is that a man can escape these treadmill servitudes with the slightest tincture of personality; and certainly very few do escape without a lasting hatred of literary composition in any form.

But the college debate is, if anything, a more devalizing and devastatingly pernicious influence. The interscholastic, interclass, or intercollegiate debate is unoriginality made competitive. Debating is properly the alternate advocacy of two opinions. In college it is a game played by teams, like football. The teams are coached for the "big debate," just as the football team is coached for the "big game." The three most docile students "make the debating team." When they have made the team, they go to work with redoubled energy under the coach. When their fleshly brothers become giants of physique on meat and prunes, they are strengthening the mental sinews on statistical almanacs and volumes of the Congressional Record. The evening of the big debate comes. There are three judges, generally two neutral professors and a lawyer. By a supreme effort they listen to the debate and keep a tabulated record of points according to some arbitrary schedule. Ultimately they announce the victorious team to the accompaniment of well-modulated applause. The audience is generally exiguous. In small colleges, freshmen are frequently required to attend. Nobody in his right mind wants to listen. The unforgivable thing in a debate is to make an "unsupported assertion." If a debater says: "I believe in high protection," it is as bad as a fumble. The other team is sure to score five points. What the debater should say is: "We of the affirmative shall endeavor to show you that high protection is for the best interests of the nation. Senator So-and-So, in a speech [which in fact was never made and never would have been listened to if it had been], at p. 922 of volume such-and-such of the Congressional Record, said, etc., etc. The statistics of Uruguay show that, etc., whereas the statistics of Portugal," etc., etc. It is easy to satirize, and it is hard to write temperately. The man who wrote for six points on the affirmative was nothing out of the ordinary and would never be penalized in the game as it is played. It is precisely as though he had written to a reputable coach and

said: "Send me six good skin-tackle plays for the championship game."

College debating is the worst possible training for public life. The college debater is playing for points to the judges. If he makes an "unsupported assertion," all is lost. Woe be unto him if his adversary has been more thorough with Poole's Index. "A recent writer in the — which the gentlemen of the negative have overlooked, has observed," etc., and the heads of the gentlemen on the negative droop with shame across their water tumblers.

I do not believe any American with the forensic training of an American university ever achieved honorable success in public life without consciously rejecting all that he ever learned in these "debating teams."

Those who devise our curricula and form our educational ideals have been building on false ground. The mischief is not in the debater, but in the debate. The American undergraduate is undoubtedly satisfied with predigested food. But in the majority of cases it is because his instructors compel him to partake of it and scold him for a nibble of ripe fruit. If our undergraduate is the victim of false contentments, let us shoulder the blame ourselves for fostering those very contentments. This is not the affair alone of college faculties. It is for the educated man whatever his profession.—Letter in *The Nation*.

ELIMINATIONS

BY G. M. WILSON

Iowa State College, Chairman of the Iowa Elimination Committee

The Report of the Committee on the Elimination of Subject-matter, made to the Iowa State Teachers' Association, is an effort to get into school practice the advanced thought of our best educators at the present time with reference to the topics which have been taking school time without giving adequate returns. This movement started, in a way, with the statement of Dr. Frank M. McMurry before the Department of Superintendence in 1904. A few years later, a detailed study was made by the teachers and superintendent at Connersville, Indiana, which showed that Dr. McMurry's recommendations were being carried out, and that business men were prepared to support a program which omitted from the course many of the time-honored topics.

The report made to the Iowa State Teachers' Association recommends, in arithmetic for example, that the following be omitted: Greatest common divisor, complex fractions, long process of division of fractions, decimals beyond three places, Troy weight, Apothecaries weight, surveyors measure, table for folding paper, tables of foreign money, reductions beyond two places, Case III in percentage, partnership with time, foreign exchange, cube root and the metric system. Any one who will take occasion to judge his work by current community practice will not hesitate to commend all of these arithmetic omissions. The committee did hesitate about recommending the omission of the metric

system as a part of our school work, but when various members of the committee reflected that they had worked for twenty years without any results whatever, it seemed wise to cease to burden the children with this work and to wait for the law which would put the metric system into general use. The schools can not change the practice and the metric system will be easily mastered if it ever comes into general use. What little use is made of the metric system in college can be mastered when it is needed.

The recommendations in arithmetic may seem a little radical to any one who has not followed the discussion, but if such an individual will take time to read the bibliography on arithmetic given on page 13 of the Iowa report, he will discover that this movement has attained such headway that there is no longer any doubt about its general acceptance not only by the business world, but by the teaching profession.

The recommendations in language and grammar are based largely upon the report of Dr. Charters on the study of language and grammar in the Kansas City schools. Dr. Franklin S. Hoyt, however, should be given the credit of starting this entire movement. His studies in the teaching of English grammar, published in the *Teachers' College Record*, November, 1906, showed that formal grammar was performing no service in giving ability to speak and write, or interpret literature. Dr. Hoyt's conclusions were based upon a scientific study which has been since verified by further studies, particularly the one by Dr. Briggs published in the *Teachers' College Record*, September, 1913. When we reflect upon it, our own common sense tells us that formal grammar does not help us in speaking and writing. We know that Shakespeare wrote before there was an English grammar, that Cicero delivered his orations before there was a Latin grammar, that the literary age of Pericles flourished without a Greek grammar.

The committee recommends no reduction of the time to be spent upon language, but a decided change in the character of the work, omitting the usual type of technical grammar in the upper grades.

It will not be possible to write even briefly upon all of the subjects which receive treatment in the report of the Iowa committee on elimination. One other illustration must suffice.

Dr. Rice, in the *Forum* several years ago, called our attention to the futility of the spelling grind. It remained for Dr. Jones of the University of North Dakota, however, to initiate a study requiring the major part of his energy for eight years and involving a tabulation of 15,000-000 words, to give us the data for anything like valid conclusions on the spelling work. In the light of Dr. Jones' study, we are prepared to condemn without mercy the usual spelling book which contains from 10,000 to 15,000 words. The brightest eighth grade pupil in all of Dr. Jones' work had a vocabulary of less than 2,200 words,

Most of the misspelled words are contained in the second year list. The usual spelling work in the schools has neglected the words which the child uses and which he continues to misspell, and has placed emphasis upon words which he not only does not use, but does not even understand. The study by Dr. Jones confirms the conclusions by Dr. Ayres that the writing vocabulary of children and adults is a relatively small one and that the spelling problem relates

only to the writing vocabulary. The following out of recommendations of the Iowa committee with reference to spelling will quite surely save from one-half to two-thirds of the time usually allotted to spelling, and will secure better results than are generally secured.

School men interested in the report may secure a copy by writing to the State Superintendent of Public Instruction at Des Moines, Iowa.

TEACHING MORALS TO LITTLE CHILDREN—(V.)

BY FRANCIS WELD DANIELSON

In order to help form the moral nature of her children, a teacher must be ready, not only to inculcate the virtues in which all little children need training, but to encourage certain tendencies and to discourage others that she discovers in her individual children. Often a single story, told at the psychological moment, will nip a disagreeable trait in the bud, or start a good habit, or relieve a strained situation. Occasionally a game, or a poem, or a song will do this, or an act on the teacher's part. In this final article a few subjects will be taken up that may need to be specially emphasized.

8. PRIDE.

Even little children are capable of showing pride over clothes that are better than those of their playmates; over much admired curls or other points in their personal appearance of which they have become aware; or over their attainments in knowledge.

The teacher's attitude will do much to make pride seem not so much reprehensible as absurd. Stories that will assist in pricking the bubble of vanity are the following:—

"The Gourd and the Pine Tree." Aesop. "Fables." Bailey and Lewis. "For the Children's Hour," page three hundred thirty, (adapted). The foolish pride of a weak thing.

"The Darning Needle." Andersen. "Fairy Tales." Scudder. "Children's Book," page one hundred eighty-six. Foolish pride.

"The Teapot." Andersen. "Fairy Tales." Outgrowing pride.

"The Top and the Ball." Andersen. "Fairy Tales." Bailey and Lewis. "For the Children's Hour," page thirty-six (adapted). The downfall of pride.

"The Buckwheat." Andersen. "Fairy Tales." Bryant. "How to Tell Stories to Children," page two hundred twelve. The fall of pride.

"The Proud Little Rooster." Danielson. "Little Animal Stories," page thirty-three. Stubborn pride.

"The Proud Hen." Danielson. "Little Animal Stories," page forty-four. How pride loses all.

"The Boastful Bamboo." Lyman. "Story Telling," page ninety-nine. Boastfulness and modesty contrasted.

"King Canute on the Seashore." Baldwin.

"Fifty Famous Stories Retold," page ten. God more powerful than man.

"Naughty Little Gold Finger." "Boston Collection of Kindergarten Stories," page ten. How pride was cured through need of others' help.

"The Frog and the Ox." Aesop. "Fables." Scudder. "Fables and Folk Stories," page seventy-eight.

9. BRAVERY.

The great appeal to heroism comes later in a child's life, but little children are often excessively timid, and need an impulse toward bravery. Stories which will help them to be brave in a small way are these:—

"Tony Bear at the Peacock House." Danielson. "Story Telling Time," page five. Learning to be brave.

"Why the Dove Is Timid." Holbrook. "The Book of Nature Myths," page fifty. Punishment of cowardice.

"The Hunter and the Woodcutter." Scudder. "Fables and Folk Stories," page forty-three. Brave with words and not with deeds.

"The Soldier Boy." Danielson. "Story Telling Time," page thirty-three. Presence of mind in saving another.

"Grace Darling." Baldwin. "Fifty Famous Stories Retold," page sixty-one. Bravery in shipwreck.

"The Little Hero of Harlem." Bryant. "How to Tell Stories to Children," page two hundred thirty-nine. A heroic act.

"The King's Page." Danielson. "Story Telling Time," page eighty-five. Bravery rewarded.

"Horatius at the Bridge." Baldwin. "Fifty Famous Stories Retold," page ninety-one. Heroism in battle.

"St. George and the Dragon." Scudder. "Book of Legends," page eleven. A heroic act.

"The Soldier Who Lived in the Drum." Danielson. "Little Animal Stories," page one hundred thirty-five. Keeping brave and daring to protect the weak.

"David and Goliath." The Bible. I Samuel 17: 17-49. Fighting with God's help.

10. NEATNESS.

The fault that needs correction may be personal untidiness, and children who are proof against nagging and are affronted at too pointed

(Continued on page 326.)

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\$5,000 COMEDY

Comedy and tragedy are wonderfully blended in the action of the Appropriation Committee's report for the Bureau of Education.

Great things were expected this time. Secretary Franklin K. Lane of the Department of the Interior in his annual report exceeded all previous secretaries in his laudation of education, and articles by him have been appearing in various publications as syndicate copyright matter under the head of "National Neglect of School Education."

Naturally the country was led to believe that under such leadership Congress would remedy "National Neglect of School Education."

We read with keen satisfaction Commissioner Philander P. Claxton's itemized need of \$100,000 increase for the Bureau of Education to check this "National Neglect of School Education," and Secretary Lane not only approved of this increase, but in his report and in the syndicate articles made a plea for it.

We read the items with satisfaction and wondered that Dr. Claxton could be so modest in his recommendations in view of his chief's public abhorrence of the scandalous "National Neglect of School Education."

What was brought forth as the result of this travail of soul?

Read these thrilling sentences before we report the glorious achievement of the Department and all others interested.

Secretary Lane says:—

"Throughout the entire range of our activities as a people there is no labor that approaches this, the instruction of our children, in

imminent, vital importance. For it constitutes, in literal fact, the making of the nation—of the men and women of this country's immediate future, on whose morality, energy and intelligence depends every phase of production from art to industry, through which it is possible for us to express ourselves.

"In the National Bureau of Education we possess an agency which, properly utilized, can go far towards transforming the rural school into what, of its very nature, it should become. If there are thousands of rural schools which fail in their full duty to the children entrusted to their care, there are many others in which the new spirit of responsibility and emulation is vigorously stirring; and we possess not a few strong, capable leaders whose initiative has demonstrated, here and there, the possibilities of the rural school when it is carried to its best estate.

"Given a Bureau of Education practically useful, constantly efficient, and the esprit du corps which survives among rural teachers, in spite of their grievous handicaps, will receive a new and permanent inspiration.

"What is needed, at this stage of rural instruction in the United States, is adequate leadership and co-ordination of effort. The National Bureau of Education can serve as the efficient centre. If we would spare no more than \$100,000 a year for a rural school campaign designed to make those schools practical rather than scholastic, to make them truly schools of the countryside, of its problems, its opportunities and its needs, we could achieve a surprising transformation within only a few years."

Wouldn't this appeal thrill a heart of stone?

Now prepare to be proud of your country's noble representatives as they read this picture of National Neglect of the Bureau of Education when in response to Secretary Franklin K. Lane's brilliant, heart-rending appeal for
ONE HUNDRED THOUSAND DOLLARS
the committee reports

five thousand dollars

Is this comedy or tragedy or both?

Oh, ye gods! Hundreds of millions for preparedness against imaginary enemies, and
five thousand dollars

for preparedness against our real enemy, "National Neglect of School Education."

BUFFALO SURVEY

The State Department of New York, under the direction of Hon. Thomas E. Finegan, has made a survey of Buffalo which shows as clear as crystal that they need a new educational scheme of administration. State Commissioner

Finley states the case with his usual clearness and vigor when he says:—

"While there may be improvements here and there under the present system, and while there may be, conceivably, an excellent general condition, as there are now excellences of individual schools and teachers, no enduring progress can be expected until the whole system is so organized as to confide the direction and control of the schools in a board of education, independent of political association, which shall have full power to administer the schools and full responsibility for the results."

Dr. Finegan makes an illuminating statement of the devotion of the surveyors, all of the State Department:—

"The aggregate amount of time spent in the examination was about fourteen weeks for each of ten men. About one-third of such time was devoted to an inspection of the school plant and two-thirds of the time to an observation of the work of instruction and to an examination of the general administration and management of the school system.

"The men employed in the examination of the school plant worked in groups of two. Each school building was examined and as much time devoted to such examination as was necessary, usually from a half day to a day and a half, to make measurements and to ascertain the condition, accommodations, equipment and furnishing of such buildings.

"In the visitation of schools for the purpose of examination into the work of instruction and administration, the men worked in groups of three. The total number of classroom visits was 3,011. The work of more than 1,100 grade teachers was observed for a period of time averaging forty-five minutes. All the teachers in a school were observed in their work except those whose work was being temporarily carried on by substitutes, or who worked in more or less distant annexes, or who for various reasons could not be seen without undue expenditure of time. Conferences were held with all the principals and with many of the teachers."

All interest now centres in the action of Buffalo officials and citizens and in the legislature. Up-to-date there have been upwards of forty surveys of cities and practically no attention has been paid to the Reports. The reason assigned has usually been that the survey was by "foreigners," against whom there was prejudice. This is the first home-made exhaustive survey. If this comes to naught the whole city survey business might as well come to an end. The State Department of New York has more legislative influence, probably, than have the educational leaders in any state, and if Dr. Finley, Dr. Finegan and their associates fail it is a hopeless case.

UNIVERSITY TEACHING

We are using this week an article on "University Teaching," by Walter Matscheck, director, Wisconsin Efficiency Bureau.

We have no disposition to pile up criticisms on the poor university professors who are re-

ceiving much attention now, but we hear a hundred times as much spoken as we see written, and we have little evidence that the university professors whom the critics have in mind are giving any heed to their critics.

University professors may just as well awake to the fact that while the criticisms are over intense and altogether too sweeping, the time-honored methods of universities are headed for the junk heap, and the professor who does not wish to go there with them—or on to a Carnegie pension, which is in danger of being considered synonymous to the junk heap—must wake up, limber up, liven up, speed up.

The present scheme for protecting the university against criticisms by running a literary bureau for the abuse of the critics will avail as much as opposing fire escapes because the advocates may be interested in an iron mine. It may take a holocaust or two to make university fire escapes compulsory.

Without endorsing any of the criticism in detail we do hope the universities will save themselves from the experience of national stand-pattism in 1912, and they can only save themselves by doing the things now that they will be wildly anxious to do in order to get back into life later.

SAME OLD NONSENSE

An attorney of Riverside Drive, New York City, introduced into the State Assembly a resolution demanding an examination of the schools of New York City, because "in many classes not one pupil can spell correctly."

"So glaring is the ignorance even on the most ordinary subjects that the most skeptical will inquire whether the present system should not be abolished."

In the New York Assembly the vast majority cannot spell correctly, and the ignorance of the Assemblymen on the most ordinary subjects is so glaring that the most skeptical will inquire whether the Assembly should not be abolished.

We move that the poorest eighth grade in New York City be empowered to examine the New York State Assembly in the subjects these students have studied this year, and that if there are any who do not pass in all the subjects they be "abolished," and if twenty per cent. fail to pass that the Assembly be abolished. Those eighth grade boys and girls will have the time of their lives propounding questions to those Assemblymen, and the Assemblymen will learn more about their own ignorance than they dream of.

If every department of American life, public and private, is to be abolished when the most skeptical inquire as to its efficiency there will be a reign of abolition that will be interesting. The school system will not be abolished because of inability of any pupils to spell correctly, and there is no greater nonsense than the suggestion that its avoidance of abolition is to depend upon the ability of its students to pass that or any similar test.

We recently heard an address before the

Cleveland Chamber of Commerce by the head of the School of Commerce of the University of the City of New York, who has 3,200 young people studying to be capable business men, and he said to those successful bankers, merchants and manufacturers: "You criticise the public schools because the children cannot spell. You cannot spell all the words in any spelling book, neither can I. You wouldn't be where you are nor should I be where I am if we had spent our time over a spelling book."

HOUSTON TEACHERS

We have spoken as frequently of the superiority of the school work of Houston, Texas, as of any other American city and in justification of our attention to that city we would like to state some facts about the professional preparation of the teachers. No teacher has less than a first-class high school diploma, unless it be a teacher, early in the service, who has demonstrated superior ability as a teacher.

Fifty-two are graduates of the six normal schools of Texas.

Fifteen from normal schools in Louisiana, Missouri, Kansas, Oklahoma, Ohio, Nebraska.

Thirty-nine graduates of thirteen universities and colleges of Texas.

Also sixteen from the state universities of Louisiana, Ohio, Wisconsin, Indiana, Nebraska, Minnesota, South Dakota, Illinois, Missouri, West Virginia, Kentucky, North Carolina.

Also forty-eight from Yale, Columbia, Teachers College of Columbia, University of Chicago, Northwestern of Illinois, Peabody College, Virginia Female College, University of Nashville, Oklahoma Agricultural College, Tulane of Louisiana, Grove City of Pennsylvania, Western of Connecticut, Agricultural of Michigan, Western Female of Ohio, Lewis Institute of Chicago, Carleton College of Minnesota, Alabama College, Wabash of Illinois, Randolph of Georgia, Drexel Institute of Philadelphia, Stout Institute of Wisconsin, Industrial College of Mississippi, Nebraska Wesleyan and Arkansas College.

If any other city of its size has in its teaching force graduates of so many universities, colleges and normal schools from such a range of states we have failed to know thereof.

Some people in the North who are unfamiliar with the South are likely to be surprised at the quality of scholastic and professional preparation of the teachers of a Southern city.

USE AND OCCUPANCY

A new clause which one may have written in a fire insurance policy is of the utmost significance.

It is insurance against loss from inability to use and occupy premises because of fire damage during the "re-construction period."

The chief loser in the great Salem fire of two years ago was one of the largest cotton mills in the United States, but so large was its recovery of insurance because of the "Use and Occu-

pancy" clause in the policy that the company was enabled to pay ten per cent. dividend during the entire year that it was re-building, and the re-building was rushed because of the extra insurance money.

This is the kind of protection that teachers need who have no family dependent upon them. Life insurance—which is really a death insurance—is not the protection that is generally needed by teachers, but a protection "in life" when they cannot earn. A pension is indispensable for after school activity, but there is no official protection in case of accident or serious illness while in the service. For this teachers must provide themselves.

So far as we know, the best provision for such an emergency is the "Teachers Casualty Underwriters" of Lincoln, Nebraska, and this is the reason we have championed its cause whenever occasion offered. When a teacher is well and has an income it is comparatively easy to make a sacrifice that will provide for catastrophe. It is a case in which you win whether you win or lose. If you do not meet the catastrophe you are in luck, and if you do you are in luck. "Heads or tails" you win.

BIG VACANCIES

There has rarely been anything to compare with the reign of opportunities for candidates. Some of them may be filled before this is off the press, but there are vacancies, as we write, in superintendencies in Los Angeles, Salt Lake City, Ogden, Greeley, Spokane, and in normal schools at Ellensburg, Washington, Edmond, Oklahoma, and the Teachers' College at Greeley, Colorado. These are merely the big ones.

Telephone was born in Boston, in a building on Court street, in the mind of Alexander Graham Bell, and a tablet was recently placed on the building by Mr. Bell. It reads: "Here the telephone was born June 2, 1875."

The apparent endorsement in the magazine notices of John Koren's "Constructive Temperance Reform" in no sense represents the opinion of the editor or of anyone on the editorial staff of this magazine.

We believe in boys' and girls' club work with all our heart and without reservation, and O. H. Benson, its great advocate, director and inspirer.

Teachers' pensions must be "safe" from the first to the last. This can only be when either the city or state underwrites the proposition.

An aviator has been three miles high, but he came down irregularly and fatally. Better stay on the earth than come to earth his way.

The "Big Three" seem to be Harvard with Roosevelt, Yale with Taft, Princeton with Wilson. Big in quality, not quantity.

There are still about five thousand log school-houses in the United States.

A political fight over the Bible in school is not edifying.

THE WEEK IN REVIEW

A DELICATE SITUATION.

The raid of Villa bandits across the border, and the wanton killing of fifteen or twenty Americans at Columbus, New Mexico, have created an extremely delicate situation. That American troops should be despatched to pursue the bandits and exterminate them, if possible, was inevitable; but a great deal depends upon the way in which it is done. A punitive expedition, so conducted as to respect the authority of the Mexican government, is one thing; and the marshalling of an army in such force as to admit of being construed as an invasion is quite another. The manifesto which General Carranza promptly issued, declaring that the constitutional government would on no account tolerate the invasion of Mexican territory or an outrage to its dignity, or justify the armed invasion of Mexican territory without reciprocal rights being granted to the Mexicans shows how tense is the feeling in Mexico and how easy it would be to solidify all factions of Mexicans in bitter hostility to the United States.

WISE COUNSELS PREVAIL.

Happily, wise counsels prevailed at Washington, and President Wilson's reply to the Carranza manifesto was courteous and conciliatory. It conveyed a complete acquiescence in Carranza's demand, and gave full permission to the military forces of his government to cross the international border, if necessary, in pursuit of lawless bands of armed men, on the understanding that the military forces of the United States would be given reciprocal privileges in Mexico; and promised that this privilege would be exercised in a spirit of cordial friendship and co-operation with the aim of suppressing lawlessness and maintaining peace and order in the territories contiguous to the international boundary. Now, if reckless Congressmen and the irresponsible yellow journals will hold their peace, there is hope of good understanding and joint efforts to suppress Villa and his bands.

A DIFFICULT TRAIL.

It will be no easy matter trailing Villa. The country which must be traversed is the mountainous region of western Chihuahua and eastern Sonora, which is described as a rough parallelogram about 120 miles from east to west, with three sides of the parallelogram formed by railroads, the line from El Paso to Douglas skirting the border, the line from El Paso southwest to Casas Grandes, and the line from Douglas south to Nacozari. These lines will facilitate the movement of troops, and they will block the escape of Villa east or west, but will leave open the way to the south into the heart of the Sierra. Nothing, however, is less likely than that he should hold his bandits together, for the convenience of his pursuers. They will be broken up into groups, fleeing here and there, and murdering and looting wherever the opportunity offers.

PORTUGAL IN THE WAR.

It has been officially explained that the course of Portugal in seizing the German ships interned in Portuguese ports, and thereby practically entering the war on the side of the Entente Allies, was taken at the request of Great Britain and in fulfilment of treaty obligations. Portugal is feeble as a military Power; her army has but 30,000 men on a peace footing, and her navy is mostly composed of old ships of little value. But she can be of use to Great Britain, her ancient ally, in at least two ways—in offering ports in Madeira and the Cape Verde Islands as operating centres for British cruisers; and, through her African colonies, Mozambique in East Africa and Angola in West Africa, assisting to drive Germany altogether out of the dark continent.

PRESIDENTIAL PRIMARIES.

The Presidential primary season has set in. Two or three states have already held them, and about twenty more will follow, up to the very eve of the national conventions. The regulations are such in some states that candidates who are wholly unknown outside of their own states get upon the ballots, and delegates in their interest will go to the conventions. Sanguine hopes were entertained in some quarters that the presidential preference primaries would simplify political procedure and bring the choice of candidates nearer to "the people." But thus far the result is to make confusion worse confounded. In some states, delegates cannot be chosen in the interest of any candidate unless the candidate expressly authorizes the use of his name; while in other states, a candidate can be presented without his consent, and even against his wish.

ONE PRESIDENTIAL CANDIDATE NOMINATED.

One Presidential candidate is already nominated, without the fuss of national conventions or primaries. It is the Socialist candidate who is thus early in the field. The result was brought about through the vote of the dues-paying members of the Socialist party. The balloting has given the nomination to Allan L. Benson by a plurality of about 3,000 over the nearer of his two opponents, in a total vote of 32,938. Both Mr. Benson and his nearest competitor, Mr. Maerer, stood on an anti-preparedness platform. Eugene V. Debs has been the Socialist candidate in the last four Presidential campaigns, and it is a surprise to find him displaced by a new aspirant. The Socialist vote is never taken very seriously, but circumstances are conceivable in which it might have some significance. It is worth remembering that, while Debs polled only 88,000 votes in 1900, in 1904 and 1908 he polled more than 400,000, and in 1912 more than 900,000.

THE BRANDEIS HEARING.

As the Brandeis hearing goes on at Washington, disputing in prominence in the headlines the

TEACHING MORALS TO LITTLE CHILDREN.—(V.)

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allusions to soiled hands and clothes, will take the needed lesson from a little story. No story, however, can compare with the influence of an immaculate teacher in an orderly room.

"The Child Who Forgot to Wash His Face." Danielson. "Story Telling Time," page twenty. Example of neatness among animals.

"The Pig Brother." Richards. "The Golden Windows," page thirty-five. Bryant. "How to Tell Stories to Children," page one hundred forty-one. Untidiness made abhorrent.

"Rodney's White Gloves." Danielson. "Story Telling Time," page sixty-seven. Making a game of getting clean.

"Tom, the Chimney Sweep." Kingsley. "The Water Babies," (incident of Tom's first idea of getting clean). Getting an idea of cleanliness.

"Hats Off." Danielson. "Story Telling Time," page one hundred thirty-eight. A device for securing neatness.

11. GREEDINESS.

Another trait common to little children is greediness. This may be made unattractive by any of the following stories:—

"The Goose That Laid Golden Eggs." Aesop. "Fables." Scudder. "Fables and Folk Stories," page sixty-six. Content better than greed.

"Fulfilled." Bryant. "How to Tell Stories to Children," page one hundred seventy-two. Punishment of greed.

"The Dog and His Image." Scudder. "Fables and Folk Stories," page sixty-seven. "Boston Collection of Kindergarten Stories," page one hundred seventy-seven. Because of greed losing what one has.

"The Flies and the Pot of Honey." Scudder. "Fables and Folk Stories," page one hundred seven. Greediness the cause of death.

12. DISCONTENT.

Discontent will at first thought not be reckoned as a little child's failing, but very young children often tease for what they have not, and are not satisfied with the things they have given them. There are a number of interesting little stories that show the advantage of a contented spirit.

"The Boy Who Went Out of the World." Alden. "The Knights of the Silver Shield," page sixty-two. Learning that one's own environment is best.

"What They Found." Danielson. "Little Animal Stories," page thirty-eight. Content the best thing in the world.

"The Country Mouse and the City Mouse." Bryant. "Stories to Tell to Children," page nineteen. Contentment is best.

"The Stone Cutter." Lang. "Crimson Fairy Book." Van Sickle and Seegmiller. "Riverside Third Reader," page one hundred fifty-seven. Lyman. "Story Telling," page one hundred thirteen. Learning to be contented.

"A Quarrel." Danielson. "Little Animal Stories," page thirty. The foolishness of wishing what others have.

"The Sulky Bird." Danielson. "Little Animal Stories," page one hundred two. The blessing of a contented heart.

"About a Grasshopper." Danielson. "Little Animal Stories," page seventy-nine. Home is best.

"About a Bat." Danielson. "Little Animal Stories," page one hundred fourteen. Contented with one's lot.

There is a good story on promptness in "Mace's Home Fairy Tales," entitled "The Enchanted Watch," and another, "Bibi, Baba and Bobo," that shows the evil of teasing. "The Little Pig" in "More Mother Stories," emphasizes carelessness, and "The Mirror of Metsuyama," in "Story Telling," by Edna Lyman, brings out cheerfulness.

May these articles be of some help in putting little children's feet in the path of right doing, and may these stories carry messages so appealing that they will be heeded and enjoyed as well!

PROBLEM OF THE FEEBLE-MINDED

"The feeble-minded can be trained but not cured." These words on a booth screen are the keynote to the pathetic but instructive exhibit of feeble-mindedness recently opened in Philadelphia, in the new Widener building.

A large part of the exhibit (which is designed to promote proper care of the feeble-minded) is naturally given over to what is being accomplished for public welfare in this line by training in the public schools' special classes and in existing educational and protective institutions of the state.

It is an interesting demonstration that is given of the value of the special class, by charts, photographs and tables in the excellent Philadelphia public schools' exhibit. It is shown that while the annual cost per pupil for institutional care is \$300, it is only \$75 for special class (and only \$35 for regular class); that "state aid for special classes would be a wise economy," and that at least 100 more special classes are needed at once. The rate of increase last year in special classes' enrollment was 125 per cent. as compared with ten per cent. in regular classes. In Philadelphia alone there are 2,500 pupils in special classes for the backward and 2,900 who have been in regular classes four years or more, 3,000 of whom are distinctly "borderline" cases. Many others are kept at home and barred from needed training because of distance from the special class schools.

The exhibit announces that the special classes are of four varieties, "orthogenic," "orthopedic," "open window" and "open air." What the special class provides is thus outlined: *First*, the determination under skilled observation of the degree of sub-normality; *second*, the segregation of subnormal pupils until the socially dangerous adolescent period; *third*, a clearing house for determining the need of permanent segregation; *fourth*, the expert study and treatment of physical and mental defects; *fifth*, training adapted to individual needs; *sixth*, more effective instruction of regular classes by relieving them of subnormal children.

All of these provisions are aptly illustrated by photographs on the well-arranged screens and by excellent handiwork spread out on the tables. Charts show that nearly two-thirds of the time in special classes is given to motor activities and less than one-fifth to the "three R's."

The use of the Binet tests as a help in pedagogical treatment is shown, the tests having been made under

supervision by laboratory-trained assistants from the Philadelphia school of pedagogy. 850 tests of special classes were made in 1915, of whom 265 proved to be four or more years below normal, 490 one to three years below normal and but 95 were approximately normal. In a quest for the causes of non-promotion of 1,200 pupils (two years or more in a grade), it was found that more than two-thirds of the retardation is caused by mental deficiency and backwardness.

Great stress is laid on the facts that of the 18,000 feeble-minded in Pennsylvania, many are in the public schools (where they benefit little, if any, from the instruction, cause great waste of teachers' effort, and are actually a drag on normal pupils); and that the right place for feeble-minded is not in the home (where they lack instruction and supervision, and sink on this account into degrading habits), but in the institution where they can often be trained to become of great use and morally dependable.

The value of the institution has noteworthy exposition, among the models shown being the Western State Training School at Polk, Pa.; the Eastern State at Spring City, Pa.; the Semi-State Training School at Elwyn, Pa.; the New Jersey at Vineland, and the State School at Waverley, Mass.

First among the great needs tabulated are additional and larger institutions of this class; the prompt completion, opening and maintenance of "the village for feeble-minded women of child-bearing age" (which the Pennsylvania legislature established in 1913, but of which but one cottage has been built because of failure since to provide for the completion of the plant); and for special classes in every school district of the state into which backward children can be sent for extended observation, examination and individual treatment.

Jane A. Stewart.

WOMEN AUTHORS

Lillian E. Rogers, principal of the Friends' West Philadelphia School, elementary and kindergarten departments, is author of the "New World Speller" and "Teaching Arithmetic." She is a native of Massachusetts, a graduate of the Boston Normal School, and Teachers' College, Columbia University. She has taught in Newton and Brookline, and in the Horace Mann School of Teachers' College before accepting her present position, which is one of the most attractive elementary school positions in the country. Everywhere and always, Miss Rogers' work has been highly modern.

Mrs. Lillian Kimball Stewart, author of "Kimball's Elementary English, Books One and Two" and "Kimball's English Grammar," was educated in Vassar College and Chicago University, and taught for seventeen years in the Oshkosh Normal School, ten years as head of the Department of English. Her books struck a new note in the teaching of English, and are highly successful. Address, Mrs. F. C. Stewart, 110 Fulton Street, Oshkosh, Wisconsin.

Anna Gronow, author of "Jung Deutschland," and "Für Kleine Leute," is a native of Hanover, Germany, and was thoroughly educated in the Prussian schools. She has been a teacher of German in Chicago University since she came to America in 1901. She taught with Colonel Francis W. Parker and with John Dewey. Since coming to America she has taken a degree in the University of Chicago. Address, College of Education, Chicago University.

Alice Atkinson Kirson, author of "European Beginnings of American History" and "An Introduction to American History," is a graduate of Swarthmore College, with a doctorate in philosophy from the University of Pennsylvania. She has taught both Latin and Greek, and has been an enthusiastic student of history, as the quality of her books testifies. She has always been keenly interested in social service work, both in Philadelphia and in the Virginia mountains, where she now lives. Address, Crozet, Virginia.

Florence Bass has magnified her calling as a first grade teacher until the profession at large is interested in what she does with little children and for them, hence the popularity of "Plant Life," "Animal Life," "The Beginner's Reader," which has been translated into Spanish with a large sale in the Philippine Islands. Her other books are: "Primer Stories," "The First Reader" and "The Child's First Book." It is not often that a first grade teacher can magnify her work to such an extent that publishers will seek six books from her pen, which they would not do but for the popular demand for Miss Bass's work. She is one of the few women authors of many books who has never been a joint author. Address, 3357 Broadway, Indianapolis.

Lois V. Ward, daughter of Edward G. Ward, author of the "Ward Readers" and "Ward Method of Teaching Reading," which have been eminently successful. She is the author or editor of two books of the series, and joint author in an Arithmetical Drill book along an entirely new line of emphasis of practice in number work. She has had experience in several positions in New York, and is now principal of Public School 137. She is a graduate of the Brooklyn Training School for Teachers, and has studied in the University of the City of New York and Adelphi College. Address, P. S. 137, New York.

Dora Williams, teacher of English Speech in the Boston Normal School, is one of the most highly specialized teachers educationally and professionally in Boston. She has been a leader in several phases of club work, and is one of the most effective champions of "Social Education," and has demonstrated the possibilities thereof in science, in school gardening and in speech. She has written much for periodicals and her devotion to Social Education is embodied in two books, "Gardens and Their Meaning" and "Social Education in the High School." Miss Williams is president of the Boston Teachers' Club. Address, 6 Chestnut Street, Boston.

WILLIAM C. COLLAR

A noble man has gone from us—a teacher, a gentle man whose memory will be revered by many and many a man of mark from Maine to Oregon; men of action, statesmen, teachers of other men, whose own lives were moulded in boyhood by that master mind and soul which for so many years was the very soul indeed of the Roxbury Latin School.

A marvel it is that one with so slight a hand should rule so firm and well, building up character from even uncouth material, finding genius where none other could see; guiding the gifted till they themselves in after years took up with a new power the same work of making men as well as scholars in the ranks of Harvard; or with firm hand helping steady the helm of the ship of the nation in its course through troubled waters.

It was a privilege to sit beneath his instruction. It is a joy to have his friendship as a memory. It is a reverence to know the world can still have as one of its great treasures the influence of such a man.

John Preston True.

EDWIN M. BACON

Visitors to the National Education Association on the two occasions in which it was held in Boston will recall the pleasure they received from a little volume written by Edwin M. Bacon and distributed among the members, giving the historic features of Boston. Many a member today treasures this book among his most valuable reminiscences of an occasion marked in memory as red-letter days.

Those who had the pleasure of knowing Mr. Bacon will recall him as a polished gentleman, a writer of the most gifted and attractive style, a historian who was saturated to his finger tips with the historic spirit of New England and a possessor of the keenest and most genial humor.

There is no appeal from the accuracy and completeness of his "History of Boston," while his superb volume entitled "The Connecticut River and Valley of the Connecticut" is an enduring monument to his fame, ability and accuracy as a writer. Among his simpler, but not less careful or interesting volumes are his "Historic Pilgrimages in New England" and his "Literary Pilgrimages in New England." He has left a niche impossible to fill and a memory fragrant to those so fortunate as to possess his friendship.

W. P. A.

EFFECT OF SPRING WEATHER

[The following is from a personal letter from Idaho.]

Spring has come again and the garden clubs are being organized. My little brother, eleven years old, said the other night as he was doing his chores after school: "Say, do you know, Mary, I've never seen a kid improve so much as I have in a few days; just since spring's come." When I asked him to tell me how he had improved he said: "Well, I don't dread anything any more; I don't dread getting up in the morning and I can't work enough, it seems, and I've scrubbed my teeth now lots of mornings without being told."

G. S. S., Pennsylvania: The Journal of Education is the best educational magazine that comes within my observation. I can scarcely see how any progressive school man can afford to be without this invaluable publication.

H. C. C., Kentucky: Your Journal is a very valuable paper, priceless to one engaged in school work.

H. B. W., New Jersey: I have always found your Journal helpful. It has become indispensable.

BOOK TABLE

THE MEANING OF EDUCATION: Contributions to a Philosophy of Education. Revised and enlarged edition. By Nicholas Murray Butler. New York: Charles Scribner's Sons. Cloth. 385 pp. Price, \$1.50.

In this edition two chapters that were included in the former edition are omitted: "Democracy and Education" and "The Reform of Secondary Education in the United States," and chapters which did not appear in the former edition are included. These are: "Five Evidences of an Education"; "Training for Vocation and Avocation"; "Standards"; "Waste in Education"; "The Conduct of the Kindergarten"; "Religious Instruction and Its Relation to Education"; "The Scope and Function of Secondary Education"; "The Secondary School Program"; "The American College and the American University"; "The Place of Comenius in the History of Education"; "Status of Education at the Close of the Nineteenth Century"; "Some Fundamental Principles of American Education"; "Education in the United States"; "Discipline and the Social Aim in Education."

The president of Columbia University has earned an important place in educational leadership from the unprecedented achievement in the enlargement of the university in enrollment, in increase in the faculty, in scope of scholarly ideals, in the intensity of educational activities and in the prominent place he occupies in public affairs.

The eighteen public addresses grouped here present his best educational thought as voiced on important occasions in the last twenty years.

BUSINESS EMPLOYMENTS. By Frederick J. Allen, investigator of occupations for the Vocational Bureau of Boston. Boston: Ginn & Company. Cloth. 218 pp. Price, \$1.00.

By his work for the Vocational Bureau of Boston Mr. Allen has made it possible for school pupils or graduates and their advisers to know with more definiteness than they ever knew before what lies before them in the field of life occupations. He has now put his work into shape for a much larger public than that which could use the Boston Bureau.

There comes a time in every life when the young person must enter some vocation with the intention of making it his life work. Otherwise he is in danger of becoming a "drifter." This book is for the use of those who have reached that period of decision.

Three lines of employment, broadly speaking, are open to youth: business, with its many lines; the trades and manual industries; and the professions. "Business Employments" deals with the first of these divisions, discussing in detail the opportunities for employment on the business side of manufacture, trade, and finance. In the case of manufacturing, the business side of the boot and shoe industry, which is most highly organized, is shown as a typical concrete example. Modern retail trade is illustrated by the department store, and finance by a study of banking institutions.

The most modern methods of business organization and activity are shown by numerous charts, diagrams, descriptive and critical material. Statistics from the national census have been included also. Business experts have been consulted at every step and have given hearty approval to the author's work.

THE PILLAR OF FIRE. A Profane Baccalaureate.

By Seymour Deming. Boston: Small, Maynard & Company. Cloth. Price, \$1.00, net.

Under the now well-known pen name, "Seymour Deming," author of "A Message to the Middle Class," the author of "The Pillar of Fire" sends a message to under-classmen and college faculties. It comes in the shape of a "baccalaureate." If to be profane means to be radical and penetrating in criticism, then "The Pillar of Fire" is profane. But many things which were once profane are now sanctified. And many of the profane things which the author says of our higher institutions will not remain profane much longer, if the demand for a regeneration of the colleges is growing as strongly as it seems to be growing.

The joy in reading Mr. Deming's satire is heightened by his most unusual style and his command of language and historical knowledge which is used with telling effect.

To radicals who have laughed at the baccalaureate idols before, this book gives them another and the

best chance they have had in many a moon to laugh, sadly perhaps. To others who have viewed the college question with more satisfaction at present conditions the book cannot but commend itself by reason of its really scholarly, if rigorous, handling of the subject. No one can read the book and come away thoughtless. Any college faculty member who is afraid to put the book on library shelves where students may find it may be regarded as just the sort of teacher "The Pillar of Fire" hits squarely, with true aim.

The book is aimed directly at the colleges. The message it carries is for a much larger audience, however, an audience with no limits.

ASMUS SEMPER JUGENDLAND. By Otto Ernst. Abridged and edited, with notes and vocabulary, by Carl Osthaus (professor of German, Indiana University). Boston: D. C. Heath & Co. Cloth. 316 pp. Price, 60 cents.

This is a delightfully unassuming and humorous account of the youthful life of North Germany in the last century. It is semi-autobiographical, Asmus Semper representing Otto Ernst (Schmidt), the author, a literary figure of considerable importance as dramatist, novelist, poet and essayist. Professor Osthaus has edited the text with much care and erudition; the notes are full and illuminating, and the vocabulary adequate. The simplicity and purity of Ernst's prose makes the book ideal reading for high school and college German classes.

AGRICULTURE. By O. H. Benson and George Herbert Betts. With illustrations, charts and diagrams. General edition revised and enlarged. Indianapolis: Bobbs-Merrill Company. Cloth. 540 pp.

We spoke in highest commendation of the first edition, and this edition adds materially to the scope of subjects treated. No one is more widely and favorably known in agricultural leadership on the platform than is Mr. Benson, who was a remarkably successful county superintendent, Wright County, Iowa, and to him the United States Department of Agriculture is largely indebted for the fabulous development of the boys' and girls' club work. And Dr. Betts is one of the best known of recent writers of school books. This book is a delightful product of two first-class specialists.

SHORT STORIES FOR ORAL GERMAN. By Anna Woods Ballard, A. M., and Carl A. Krause, Ph.D. New York: Charles Scribner's Sons. Cloth. 188 pp. Price, 80 cents.

This is a companion volume to Miss Ballard's "Short Stories for Oral French," which has proved so popular, and is one of the subsidiary volumes of the Walter-Krause German series. It is, therefore, edited in accordance with the direct method principles laid down in the introduction to the Walter-Krause "Beginners' German." It contains eighty-seven short selections appropriate for use as a basis for conversational work, each followed by a number of "Fragen und Aufgaben" intended to serve as preparatory material. The editors have also provided an excellent abstract of German grammar. A map of Germany and a German-English vocabulary are included.

INDUSTRIAL AND COMMERCIAL GEOGRAPHY. By Professor J. Russell Smith, Wharton School of Finance, University of Pennsylvania. New York: Henry Holt & Co. Cloth. Illustrated. 914 pp. Price, \$3.50.

Professor Smith's "Industrial and Commercial Geography" is much more than a book of facts, because all the facts stated are clearly explained. Comprehensiveness of fact has given way to elucidation of causes and meanings behind the facts that are given—and all the essential ones for secondary school students are given.

More than half the book is devoted to the United States, and in this field the volume is an excellent reference work. Of the foreign countries, Latin America and the Orient are better represented than any other section, on account of the increasing commercial and industrial relations between the United States and these sections. The part of the book dealing with the United States describes industries rather than regions or states. World trade routes and the laws of trade are amply de-

scribed in another section of the book. The illustrations are numerous, including well-chosen photographs and instructive diagrams.

WORK-A-DAY DOINGS ON THE FARM. By Emma Serl, Kansas City, Missouri. Illustrated by Harry E. Wood. New York, Boston, Chicago: Silver, Burdett & Company. Cloth. Price, 32 cents.

Miss Serl, who is a highly successful primary teacher in Kansas City, Missouri, is certainly a genius in the art of inventing, discovering or evolving new ideas for school books. In this Supplementary First Grade Reader she has a scheme worthy the originators of fairy tales. The entire book is built up about Big Bear Dan and Little Bear Dan, who bought a farm and plowed and planted the fields, bought a horse, a cow and some hens, and did everything about a farm that men do.

The illustrations are so clever that they make the story so fascinating that any child will be intensely anxious to read it, and Miss Serl has kept the vocabulary within the range of the child, so that reading will be easy, and the story is captivating.

L'ÉCOLE PRIMAIRE ET L'ÉDUCATION MORALE DÉMOCRATIQUE. By Alfred Moulet. Paris: Hachette et Cie. Paper. 392 pp. Price, 10fr.

This is an authoritative statement of the position of those French educators who believe in the teaching of abstract morality in the schools with little or no reference to existent religious ideas, systems or theories, or to the existence of God. The chapter headings are significant of the scope and content of the book: "Is the Primary School to Give a Moral Education?" "Limits of the Moralizing Power of the Primary School," "Concerning a Democratic Moral Education," "Concerning a Direct Moral Education," "Moral Instruction: the Program," "Scholastic Neutrality," "The Lay School and Religious Sentiment," "Moral Dignity of the Lay School," "Democratic Solidarity," "Political Neutrality and Republican Education," "Civic Instruction," "Patriotic Education and Military Duty," "Pedagogical Method," "Personality of the Republican Teacher," "Success of Lay Moral Education." The book gives an up-to-date presentation of one side of an important question which is steadily gaining in interest in this country.

EVERY CHILD'S SERIES: WHAT SHALL WE PLAY? A Dramatic Reader. By Fannie Wyche Dunn. With illustrations by Bert Valentine. New York: The Macmillan Company. Cloth.

We knew Miss Dunn's success in dramatization when she was supervisor of third and fourth grade work in the training department of the Virginia State Normal School at Farmville. It was easy for the children themselves to work out the dramatization of the regular reading lessons. They had attained the skill to see the possibilities of dramatization in any lesson, so that even when they did not dramatize it they read it with the spirit with which they could act it. The stories here used are classics which all children always delight to read and to have read to them before they can read them themselves.

LANGUAGE AND COMPOSITION BY GRADES: A Handbook for Teachers. By J. M. Hammond, Pittsburgh, Pennsylvania. Chicago: Beckley-Cardy Company. Cloth. 308 pp.

In this book a successful principal tells teachers how any teacher may secure most satisfactory results in writing correctly, naturally, attractively through regular school work.

BOOKS RECEIVED

"Ernst's Asmus Sempers Jugendland." Edited by C. Osthaus. Price, 60c.—"The Wonders of the Jungle" (Book One.) By P. S. Ghosh. "French Plays for Children." By Josette Eugénie Spink. School of Education, University of Chicago. Price, 35c. Boston: D. C. Heath & Co.

"The American School." By W. Hinchman. Price, \$1.00. New York: Doubleday, Page & Co.

"Mides of Research in Genetics." By R. Pearl. Price, \$1.25.

"American Municipal Progress." By C. Ziehl. Price, \$2.00.

"Keeping Physically Fit." By W. J. Cromie. Price, \$1.00. New York: The Macmillan Company.

"How the French Boy Learns to Write." By R. W. Brown. Price, \$1.25. Cambridge: Harvard University Press.

"Education Through Recreation." By George E. Johnson. Cleveland, Ohio: Survey Committee of the Cleveland Foundation.

"West Point in Our Next War." By M. V. Woodhull. Price, \$1.25. New York: G. P. Putnam's Sons.

"A First German Grammar." By Philip Schuyler Allen and Paul Hermann Philipson. University of Chicago. Price, \$1.00.—"The Junior Song and Chorus Book." By Giddings and Newton. Price, 50c. Boston: Ginn & Co.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MARCH.

20-24: National Conference of Music Supervisors, Lincoln, Neb. Will Earhart, Pittsburgh, president.

24-25: North Central Association of Colleges and Secondary Schools, La Salle Hotel, Chicago.

30-31: Central Education Association, Ellendale, North Dakota. T. S. Bjornson, La Moure, N. D., secretary.

31-April 1: Brown University Teachers' Association, Brown University, Providence. Walter Ballou Jacobs, secretary.

APRIL.

5-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.

6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.

20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

3-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

OCTOBER.

20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

10-11: New England Association of Colleges and Secondary Schools, Walter Ballou Jacobs, secretary.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

GRANVILLE. Harold C. Bales of Milton, N. H., formerly principal of the Dalton High School, has been elected superintendent of schools for the Granville, Southwick, Tolland and Sandisfield Union District at a salary of \$1,500.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

EDWARDSVILLE. Edwardsville has recently erected a new school building in which there are several innovations which may in time influence certain phases of schoolhouse construction. The building is an eight-room, two-story brick school, eighty-nine by sixty-three feet, and cost \$36,000. The ceilings throughout the building are metal and painted in a lighter buff tone than the brick work of the walls.

Instead of stairways, inclines have been constructed to avoid all the injurious effects coming from climbing the regular type of stairs. Usually stairs are of a standard tread of twelve inches and a rise of six or seven inches, but by the use of inclines the rise is not over two inches for each step taken by the child and the danger of falling is eliminated, though, of course, the distance traveled is greater.

Instead of using regular cloak rooms, each child has assigned to it a steel locker placed in the basement. It is maintained that the inside facing of brick throughout the building makes for beauty, durability and economy, and that inclines instead of stairs stand for safety. The building is entirely satisfactory in every detail to the school board and to the citizens of the borough, and elicits high commendation from visitors and inspectors.

LEWISTOWN. Superintendent T. L. Brooks publishes a detailed monthly report of school attendance, school visits, with averages and percentages worked out to show comparisons. At a glance the school situation in figures can be seen by the patrons.

BEAVER FALLS. County Superintendent D. C. Locke announces that in conjunction with the Beaver County Farm Bureau a seed testing day will be inaugurated shortly in all of the rural schools and later a number of corn clubs will be organized. The rules governing the corn clubs will be published and sent out later. Some effort will be made during the coming year to interest rural districts along the lines of agriculture and an elementary book on agriculture will be required of those who teach in elementary schools as a part of the equipment for teaching.

ERIE. The dining cars of the great Pennsylvania system use a picture of the latest high school building of Erie on their menu.

SOUTHERN STATES.

LOUISIANA.

NEW ORLEANS. Superintendent of Education Harris has prepared a new school law for Louisiana which will probably be submitted to Legislature when it meets in May, the object being not only the better regulation of the schools but better financial provision for them. To accomplish all that is desired calls for a constitutional convention which can change and correct our otherwise defective organic laws on this subject. The changes needed were discussed at length some months ago when there seemed a probability that we would re-write our constitution. The Public School Alliance, the University Club and other organizations interested in education expressed their views on this subject; and Superintendent Harris himself spoke at length, his suggestions largely coinciding with those of the United States Bureau of Education, as to the best and most effective plan of school control and operation. It is not over this old field that Mr. Harris now goes and indeed it need not be traveled over until we see a constitutional convention in sight; what he is now discussing is the matter of such changes as can be made at once, by the Legislature, and without the necessity of submitting them to the popular vote for approval.

A new school law was passed by the late Legislature, and the status bearing upon this subject was greatly strengthened and improved. Although this act was amended and further improved at the second session of the General Assembly Mr. Harris thinks it can be made still better, and he has suggested a number of changes so that the voters can discuss them in advance of the Legislature meeting, and express their views thereon.

He would have a state board of education of five members—an overlapping board—that would be practically continuous, avoiding the demoralization that now prevails with every change of state administration. The last session of the Legislature provided for an overlapping board for New Orleans; and if it is good for New Orleans it surely ought to be equally good for the state of Louisiana.

Mr. Harris would have compulsory education for the entire state and not limited to Orleans; he would still further limit the changes that can be made in textbooks. He would employ teachers for a term of years; he would provide pensions for them, but it will take long service to earn these pensions—thirty years' active teaching. He wants to still further attack the illiteracy prevalent in Louisiana; and would have someone to devote himself to the special task of providing schools for illiterate adults.

To increase the school revenues,

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All Letters pertaining to the Editorial department and all communications for the pages of the *Journal of Education* should be addressed to A. E. Winship, Editor. All letters pertaining to the business management of the *Journal of Education* should be addressed to the Publishers.

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he would have the money derived from fines in the courts and from forfeited bonds go towards the support of the schools. Any revenue will, of course, be welcomed, as the schools are short of funds, but it would be better whenever this can be done to provide a direct and adequate amount for the support of education instead of depending so much on odds and ends, balances and surpluses. New Orleans school revenues come from a dozen different sources, and as many of these funds are uncertain and variable and are paid at the end of the year, the school board can never be certain what its income will be. Its budgets are, in consequence, unsatisfactory, and frequently lead it into debt. However, no change in this respect can be made until a constitutional convention is held, and Mr. Harris will welcome the amount received from these court fines as a temporary relief until we can hold a convention and frame an organic law for our schools that will provide for all time and assure money enough to give the boys and girls of Louisiana the same opportunities for education and in the "battle of life" as are provided for the youth of other and competing states.—New Orleans Picayune.

TEXAS.

McALLEN. This enterprising school district which Dr. H. Clay Harvey has certainly "put on the map," has voted a \$100,000 bond proposition by a vote of six to one. All Texas is educationally wide awake.

CENTRAL STATES.

INDIANA.

SOUTH BEND. This city has had a terrific educational disturbance for several months, but all is quiet at last. Such experiences do untold harm. The worst of it is that everyone is so certain that his side is right. Superintendent L. J. Montgomery goes to Detroit.

Following the refusal of the school board to re-elect L. J. Montgomery as superintendent of schools, Mr. Montgomery resigned, and will take up a new line of work. H. G. Imel, a teacher of science in the high school, has been appointed temporary superintendent.

EVANSVILLE. A parade in which 2,000 school children and their teachers participated, was a feature of "rural schools day" at the Tristate Farmers Institute, March 8. The children came from towns and villages of Indiana, Illinois and Kentucky within fifty miles of this city. G. I. Christie and Miss Lelia Gaddis of Purdue University were the leading speakers on the program.

FRANKLIN. Miss Jennie Dunlap, for forty-two years a teacher in the schools of this city, died March 6. During the first twenty-five years of her work as a teacher she was tardy only once, and never was absent because of sickness. On the fortieth anniversary of the beginning of her work as a teacher a day was set apart for a public demonstration in her honor.

INDIANAPOLIS. The Indiana State Teachers' Association will meet

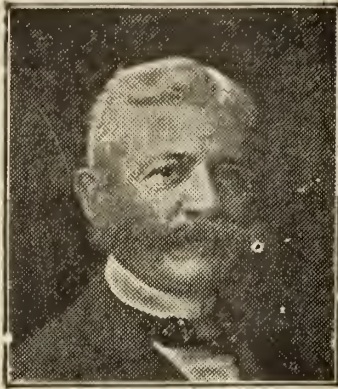
in this city October 26-28. Prominent educational and professional men in all parts of the country will appear on the program.

Mothers' day will be observed in the public schools of the state March 17, instead of the usual date in May, in order that the day may be observed in the schools having a short term. The Indiana Historical Commission, which is promoting the celebration of the state's centennial, has proposed the erection of a memorial monument to the pioneer mothers of the state, and the state department is suggesting that each pupil contribute a penny to a fund for this purpose at the time of the observance of the day.

The distribution of the deficiency school fund for the benefit of the short term schools has been completed in the office of the state superintendent of public instruction. By provision of a state law five and two-tenths per cent. of money derived from state school levy is reserved to enable the school corporations to maintain their minimum terms. Any township or town that has a local tuition levy of twenty-five cents and is unable to obtain a six-months' term of school, and likewise any township or town that has a local tuition levy of forty cents and is unable to maintain a seven-months' term of school is entitled to state aid.

Indiana spent about \$3,000,000 for ninety new school buildings, ranging in price from \$30,000 to \$200,000 in 1915, according to Herbert Foltz, secretary-treasurer of the Indiana Chapter of American Institute of Architects.

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scholarship fund honoring the work of Miss Wilhelmina Seegmiller in the public schools of Indianapolis has been raised by contributions from teachers of the city. By the terms under which the money is being raised, the interest of the fund shall be used to assist promising **art students or teachers** to fit themselves for more efficient teaching.

A state conference on vocational education will be held in Tomlinson Hall, under direction of the State Board of Education, March 23-25. Among those expected to participate in the conference are Charles H. Winslow, state director of vocational research; C. A. Prosser, president of Dunwoody Institute, Minneapolis; C. R. Richards, director of Cooper Union, New York City; L. S. Hawkins, specialist in agricultural education for state of New York, and possibly William C. Redfield, secretary of commerce and labor.

ILLINOIS.

NORMAL. The State Normal University here offers a two-year course open to high school graduates, which includes the following: (1) Agriculture, embracing farm animals, animal production, the garden and orchard, farm crops, soil fertility, crop production, soil physics, farm organization, farm accounts, drainage and cement construction, farm machinery, and plant improvement; (2) two years of physics and chemistry, and one and one-third years of advanced study in botany and entomology; (3) one year of practice teaching, together with one and one-third years' study in psychology and principles and methods of teaching; (4) one and one-third years in commercial geography; (5) two-thirds of a year in rural sociology and economics.

KANSAS.

TOPEKA. The Board of Administration recently sent out blanks to the instructors in the different institutions under the control of the Board of Administration in order to determine how much time instructors in these institutions were giving to the state. This blank asked for the

number of hours per week each teacher gave to state in such duties as classroom work, conferences with students, conferences with associates, supervision, preparation of courses, reading theses, work with student organizations, faculty committee duties, student advisory duties, extension work and professional research work. A tabulation of these reports shows the following:—

Kansas University, Lawrence, 205 out of 220 faculty members, shows fifty-one hours per week, or ten hours and twelve minutes per day for five days.

The Agricultural College, Manhattan, out of 168 instructors, shows an average of fifty-four hours per week, making ten hours and forty-eight minutes per day for five days.

The university and college reports do not include extension workers who average fifty-six hours per week, nor assistant instructors who average fifty hours per week.

The Emporia Normal shows fifty-five hours per week, or eleven hours per day for fifty-three instructors.

The Pittsburg Normal shows fifty-five hours per week, or eleven hours per day for thirty-nine instructors.

The Fort Hays Normal shows fifty-five hours per week, or eleven hours per day for twenty-two instructors.

The school laws of Kansas consider twenty days of six hours a day as a school month so far as the public schools are concerned. There is no definition in the law showing what a school day or a school month is at the state institutions.

The public schools of the state, the teachers and instructors, as a rule, work but five days per week, while at the state institutions most of the instructors may be found at the institutions in the laboratories or classrooms six days in the week.

MICHIGAN.

ANN ARBOR. An "Honor Banquet," a banquet in honor of those students in Ann Arbor High School who are on honor rolls by reason of their excellence in debating, scholarship, athletics or attendance records, was given here last month. The honor students, nearly 100 altogether, were banqueted, and then

speeches were made for the different honor sections. George W. Sample was toastmaster. This was the sixth time this unusual event has been observed here—as an annual event of the school year now.

Martha Powloski, nineteen, of Huron County, Michigan, planted an acre of beans; the yield was thirty-six bushels, the cash profit \$91.23. She has been declared champion bean grower of the state and has received a scholarship at Michigan Agriculture College.

LANSING. J. M. Frost, long time superintendent of Muskegon, is superintendent of the State Industrial School for Boys in this city. Financially and in point of responsibility it is the best position he has held, and he has always had good positions in superintendencies.

NEBRASKA.

PERU. The State Normal School here offers in its rural school department methods classes in agriculture, home economics, manual training, rural economics and rural sociology. In the manual training course the student teachers are taught how to use the hammer, plane, saw, square and vise. The students make their own workbenches and a large number of utensils and other things, which they are expected to use or teach in the rural schools. No more valuable work is done in this department than to provide special instruction in playground

Government Positions for Teachers

All teachers should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. J 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

supervision for rural schools. The student teachers are taught the activities that can best be utilized to improve and develop rural children physically and socially. The teachers who go from this department introduce new recreational activities in the communities where they teach.

NORTH DAKOTA.

ELLENDALE. "Teaching, a profession; not a job" is the slogan for the meeting of the Central Education Association to be held at the State Normal Industrial School here March 30-31. President R. M. Black, of Ellendale, has arranged a program which brings most of the educational leaders of the state into the meeting.

SOUTH DAKOTA.

ABERDEEN. The first annual farmers' convention, under the auspices of the Northern Normal and Industrial School, was held in Aberdeen, February 28 and 29. The program was an exceptionally good one.

OHIO.

CLEVELAND. The teachers have secured a ruling of the higher court which grants them the right to organize and affiliate with labor unions.

TOLEDO. A course in salesmanship will be added to the curricula of two Toledo high schools next fall. Superintendent W. B. Guitteau has been authorized to hire an instructor to divide her time between the two schools.

WISCONSIN.

STEVENS POINT. The State Normal School here holds each year a farmers', homemakers' and rural school teachers' conference. During the time of these meetings the neighboring schools are closed, and the teachers bring the children to the normal school. There are children's programs, consisting of games, folk dancing, visiting of classes in the normal schools, etc., and general sessions for men and women from the farm. The teachers also have special programs. The county superintendent co-operates with the normal school prior to the annual meeting by holding a number of local rallies to arouse interest in the central meeting.

SOUTHWESTERN STATES.

CALIFORNIA.

OAKLAND. The Oakland Board of Education has started a movement that, thoroughly approved by the city authorities and the citizens, will result in supplying the poor children of the city with pure, fresh milk at a minimum cost or for nothing if they are too poor to pay for it.

The plan is to furnish, with funds provided by the business and professional men of the city, and with the co-operation of the dairymen, who have agreed to cut their prices, a bottle of the best milk each day to each child in every poor family. Those who can afford it are to pay two cents a bottle, and the price graduates down in conformity with the financial status of the family until the very poor are reached, to whom no charge is made. This is all done without cost to the Board of Education, which, however, will supervise the distribution.

LOS ANGELES. Occidental Col-

lege, Los Angeles, has secured \$400,000 in cash and pledges in a campaign conducted in ten days. The largest single gift, \$166,000, was made by O. T. Johnson of Los Angeles.

This college now has an entirely new campus of ninety acres, several new buildings, and about \$500,000 in endowment, making a total valuation of assets conservatively, \$1,200,000. There is no indebtedness. Dr. John Willis Baer, the president, intends pushing the new campaign until an additional \$500,000 is raised.

SAN FRANCISCO. United States Commissioner of Education P. P. Claxton outlines the purposes of the San Francisco school survey, in a letter received by the Board of Education as:—

First, to find the present condition of the schools.

Second, to determine the educational needs.

Third, to determine what changes in the educational system of the city are necessary.

That the survey will be made conscientiously, and without fear or favor, is the statement of Dr. Claxton, who adds that the report will be impersonal as far as possible. He says:—

"This survey is undertaken only for the purpose of finding the truth about the schools of San Francisco and making such constructive recommendations as will enable the people and their representatives in the City Council, on the Board of Education and in the schools to improve what is good and to remedy what may be found to be bad. It is not undertaken with any spirit of mere fault finding. This survey has been requested, I believe, because the intelligent people of San Francisco, who support the schools by their taxes and send their children to the schools that they may be prepared for life and citizenship, want to be sure of obtaining the largest returns for their money and the time which the children spend in school."

Dr. W. T. Baldwin, specialist in industrial education of the Federal Bureau, has charge of the San Francisco work.

NEW MEXICO.

EAST LAS VEGAS. Students of the New Mexico Normal University who are enrolled in the Trigonian Society publish a bi-weekly paper which awakens interest in all the school activities and keeps alumni, faculty and undergraduates close together in their interests. Realizing that such extra-curricula work must be done at "odd moments," the paper is a very creditable production.

UTAH.

LOGAN. Dr. E. C. Peterson, director of extension work in connection with the State Agricultural College, has been elected president at a salary of \$4,000, the presidential residence, the presidential automobile and other honorary perquisites. He is thirty-four years of age, a native of Utah, and earned his doctorate in philosophy at Cornell University.

NORTHWESTERN STATES.

IDAHO.

BOISE. The last quarterly bulletin of the State Board of Education is a "Handbook for Rural Teachers," by Miss Addie M. Ayer, supervisor of rural training schools of Lewiston State Normal School. Nearly all rural school leaders of the state gave their assistance and the bulletin is as valuable for other states as it is for Idaho. State Superintendent Bernice McCoy supervised the preparation of the book, and John C. Werner, head of the Department of Rural Education at the Albion State Normal School, assisted Miss Ayer. The book is full of practical helps and guides for rural teachers.

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DISTRICT OF COLUMBIA.

WASHINGTON. By a change in the system of awarding Rhodes scholarships students will be chosen from thirty-two states each year, rather than from all the states of the union in two years out of three. The

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change has been effected to simplify the problem of allotting scholars among various Oxford colleges in which the space of residence is strictly limited. The qualifying examination will hereafter be held in each state in October every year, and a candidate who passes in any year may offer himself for election in any subsequent year.

To assist teachers in developing home projects in agriculture, the States Relations Service of the Department of Agriculture has recently issued Professional Paper No. 346, "Home Projects in Secondary Courses in Agriculture." This bulletin discusses in detail the development of the home project idea and its use in various states where it has proved successful. This is followed by a discussion of the essentials of a home project in which are included directions for keeping records, blanks and forms, and typical outlines for projects on potatoes, pigs, alfalfa, orchards, poultry and the farm home. These home projects are classified as production, demonstration, improvement and management projects, the last dealing with the business side of the farm. High school teachers of agriculture can obtain this bulletin free on application to the editor and chief, Division of Publications, United States Department of Agriculture, Washington, D. C., as long as the department's supply for free distribution lasts.

The Week in Review

(Continued from page 325.)

news of the European war and the so-called invasion of Mexico, it is difficult to realize that the matter at issue is not some famous criminal case instead of a hearing upon the fitness of an appointment to the United States Supreme Court. No such issue was ever before threshed out with so much publicity. The hearing has now been in progress for weeks. It was closed once, only to be immediately reopened for the hearing of more witnesses. Perhaps the hardest blow yet dealt to the nomination was the past week, in the remonstrance against confirmation presented to the Committee by ex-President Taft, ex-Senator Root, and five other former presidents of the American Bar Association. Most of the other adverse testimony has related to specific charges which the public found it hard to understand; but these remonstrances are from the highest quarters and relate to general fitness and reputation.

A New Society

The National Educators' Conservation Society, which met in New York last month, announces its creed as follows:—

"Our American institutions are man-made. Our natural resources are God-given. The perpetuation of the former depends upon the conservation of the latter."

Its object is to promote the active

protection and increase of wild life and forests through the professional educators of America.

Its campaign platform follows:—

1. In view of the manifold dangers now threatening the very existence of our wild life and forests, it now becomes the duty of all educators to enter actively and permanently into the practical work of wild life and forest protection and increase.

2. Speed is a factor of prime importance; and practical results are urgently needed.

3. Practical results are to be sought through educating teachers, school pupils, and students into the necessity of conservation, and the methods by which conservation results may be best and most quickly secured.

4. Natural history teaching in the classroom is of great importance and value; but the teacher must now seek to carry the work afield, into the haunts of wild life, and wild life destroyers, into legislative halls and even into the courts.

5. Legitimate sport with gun and rod is to be commended; but such sport is legitimate only when it conforms to the code of ethics that now must be enforced to prevent extermination of species.

6. The ethics of wild life protection and the legitimate pursuit of game, should be taught by every teacher in America; because through faulty ethics, or none at all, millions of game birds and thousands of game mammals have been and now are being killed contrary to the principles that should govern all sport with the shotgun and rifle.

7. The enormous value of insectivorous birds to agriculture, horticulture and forestry must be taught in every school, college and university in America; and every nature study teacher should accept this duty as one of paramount importance.

8. Inasmuch as it is impossible to carry on conservation work on a large scale without the expenditure of money, the necessity for funds in the treasury should be recognized, and the efforts to furnish them must be universal and continuous.

The following are the lines of activity in which this association will engage:—

Secure perpetual close seasons for all species of wild life that are threatened with extinction from our fauna.

Stop all killing of insectivorous birds for food, and of all birds for millinery purposes.

Stop the sale of wild game.

Increase the number of game preserves.

Promote laws to prevent unnaturalized aliens from owning or using rifles and shotguns.

Stop all spring and late-winter shooting.

Oppose the use of all extra deadly automatic, auto-loading and "pump" guns in hunting, and secure the passage of laws against them.

Preserve all forests from wasteful and destructive lumbering and forest

fires; and reforest all denuded areas in state and national forests.

Afford protection to all native flowering plants that are threatened with extinction.

This is a large program. It calls for collective effort. Should the reader feel disposed to enlist his or her services in this army of national defence communicate with the secretary, Nomer Gray, at his office, 30 Essex street, New York.

Child Labor Laws

The National Association of Manufacturers has published the report of its committee on industrial education presented at the annual convention (address the office of the secretary, 30 Church street, New York, N. Y.), which discusses the new law in Pennsylvania, limiting the hours of labor for children under sixteen years of age to fifty-one hours per week, of which eight hours must be spent in a continuation school, providing such a school is established in the community, and the Wisconsin law, which has been in operation three years, limiting the hours of labor for children under sixteen years of age to forty-eight hours per week, of which five hours must be spent in a continuation school.

It is estimated that about 35,000 children in Wisconsin and 75,000 in Pennsylvania are or will be affected by this legislation.

The report analyzes the functions of the continuation school, its relation to the existing public-school system, and its possibilities for usefulness in meeting the educational needs of the "fifty per cent." of children who leave school before completing the work of the regular elementary school.

In releasing the report for distribution, the chairman of the committee, H. E. Miles, who is also president of the Wisconsin State Board for Industrial Education, announces that the Wisconsin board has decided to employ a man to study the conditions arising under the operation of the continuation school law, and to work out plans for meeting these conditions with part-time, all-day and evening schools. F. H. Glynn, New Haven, Conn., has been appointed to the position, with a well-defined purpose of developing plans that shall meet the approval of educators, representatives of labor, and employers.

The committee endorses a program for industrial education in a community which provides:—

(1) Two-years' and three-years' apprenticeship courses elective for children fourteen years of age and over who have had the equivalent of six years of the elementary school; with shop teachers selected from the industries, and the instruction so coordinated with local industries that graduates of the courses may be credited with substantial allowances on their apprenticeships.

(2) Elective vocational courses for high school pupils.

(3) Evening continuation classes for adult workers, and day continuation classes for employed workers under sixteen years of age.

(4) Practical training on real work and a commercial product.

(5) Control by a committee of representatives of employers and skilled employes under the direction of, and responsible to,

the regular board of public education, insuring close co-ordination between the industrial schools and the regular public schools.

It is asserted that a program involving these features "is especially favored by educators, manufacturers and representatives of labor," and that a community which has such a scheme in successful operation "will have met what, at this time, seems to be her full obligation" in the field of industrial education.

Announcement is also made that a number of national associations of employers have organized a "Conference Board on the Training of Apprentices," of which M. W. Alexander, West Lynn, Mass., is executive secretary. Each member association is represented on the board by its president and two additional delegates.

According to a statement issued by the executive secretary, the board is organized to promote co-operation among employers in training employees "for industry in industry," and to impress upon employers their peculiar responsibility in this respect; to stimulate the establishment of effective apprenticeship systems for young people, based on co-ordinated trade training and technical instruction, and of specialized training courses for men and women; to devise plans and make recommendations to employers for the accomplishment of these purposes; and to co-operate with all public and private agencies engaged in effective preparation of young people for industrial life.

The board has already agreed upon a uniform apprenticeship agreement and an apprenticeship certificate which are so worded that they may be used in connection with apprenticeship training in any industry, except where statutory requirements or local conditions necessitate slight alterations or additions to the agreement and certificate.

The apprenticeship agreement outlines in broad terms the obligations undertaken by the employer, and by the apprentice and his parent or guardian. The agreement specifically states that the employing company promises "adequately to train and instruct the apprentice in the principal operations of said art or trade, including..." The board is now engaged in determining what the fundamental operations of the various trades are, with a view to publishing the findings in a bulletin for the guidance of employers and interested people generally.

The board also agreed that the apprenticeship agreement should be considered as an agreement of moral rather than of legal force.

Why Paper Is Becoming Scarce

In the Harvard University libraries there are 1,113,678 volumes and 705,225 pamphlets, according to recently published figures. Estimates of books owned by the universities with the largest libraries are made as follows: Harvard, 1,113,678; Yale, 930,361; Columbia, 550,000; Cornell, 455,129; Pennsylvania, 400,000; Princeton, 353,845; Michigan, 352,718.

The custom established by John Harvard 220 years ago has been generously followed at Cambridge and elsewhere, obviously.

How many of the books at the several universities are read or opened each year by undergraduates?

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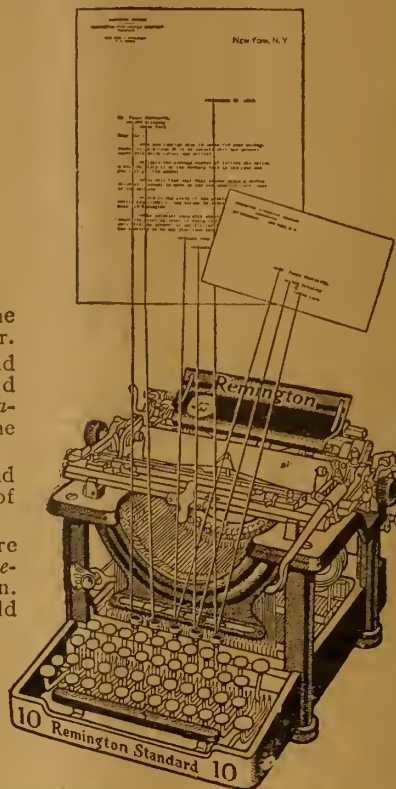
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NEW ENGLAND AND NATIONAL

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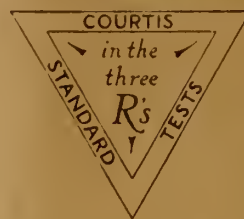
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A. E. WINSHIP, Editor

EDUCATORS AS I HAVE KNOWN THEM—(XIX.)

BY A. E. WINSHIP, EDITOR

UNITED STATES COMMISSIONERS OF EDUCATION

HENRY BARNARD.—(1)

I know of no one else at present actively engaged in education who has known well every United States Commissioner of Education, and with one exception has known them when they were Commissioners of Education.

I did not know Henry Barnard while he was Commissioner of Education, but I knew him intimately for many years, from 1886 until his death. He will probably rank next to Horace Mann in educational public service, and in some respects should outrank even Mr. Mann.

But my acquaintance was not of the years of his greatness. My personal reminiscence will not do him justice, hence I venture a bit of biography as I have not done in other cases.

In 1900 I published a brief biography of Dr. Barnard for my volume of "Great American Educators."* It is one of the joys of life to write of an eminent man in his lifetime, after his fame is established, after his aspirations are over and while he can read with you what you have written.

Much of that biography is here given:—

Dr. Henry Barnard is one of the most eminent of American educators. Although fifteen years younger than Horace Mann and Mary Lyon, he entered upon an educational career at about the same time. He was only two years younger than Longfellow, Holmes and Whittier, and he was a leader in the times of Webster, Clay and Calhoun; yet he has lived to enjoy the professional companionship of even the young men of today. He witnessed the first coming of the ideals of Pestalozzi to America, and the educational reforms of Fröbel. Thus has Dr. Barnard worked with every man whose name will be associated with education in the nineteenth century. No other man has had this privilege.

Henry Barnard is still living (in 1899) at Hartford, Connecticut, in the same house in which he was born, on January 24, 1811. It is a mansion of the old substantial style of architecture, and in his childhood must have been one of the finest houses in Hartford. His father was a prominent citizen, and belonged to one of the first families of Connecticut.

Henry went to the common schools from early boyhood, though most of the Hartford boys whose parents were well-to-do were sent to private schools. At twelve years of age he was sent to the academy at Monson, Massachusetts,

and afterwards to the Hopkins School, in Hartford, to prepare for college.

At fifteen years of age he entered Yale College, and at nineteen graduated with honors. He was president of the Linonian, the leading debating society at Yale, and took prizes in English and in Latin composition.

Such distinction meant much, for there were many able men in Yale with Henry Barnard, among whom were Horace Bushnell, one of the greatest preachers in the United States; Francis Barnard, afterwards president of Columbia College; and Noah Porter, later president of Yale. Among his fellow students, three became United States senators, nine members of Congress, one Secretary of War, five ministers to foreign countries, three governors of states, fifteen judges, six college presidents, and forty-three college professors. It was a proof of great ability for a lad in his teens to carry off honors among such talent.

The year that he graduated from college, Daniel Webster delivered the great speech of his life—the reply to Colonel Hayne in the United States senate. This made a profound impression upon the young orator of Yale.

At the same time William Lloyd Garrison was at the height of his power as an enthusiastic champion of the rights of the negro, and this appealed strongly to Mr. Barnard.

He resolved upon a public career, in which oratory was to play a leading part. In preparation for this he studied law and was duly admitted to the bar. Before practicing law he went to Europe, where he visited all the principal countries, and became acquainted with Wordsworth, Carlyle, De Quincey, and other noted writers.

On his return from Europe, at scarcely twenty-five years of age, Mr. Barnard was elected to the Connecticut legislature from Hartford. This was quick recognition for a man who had previously done nothing in politics.

He became at once interested in the cause of education, and proposed a bill creating a State Board of Education. The legislature of Connecticut was very conservative. Few people believed that it would accept any school bill, especially one so ideal and revolutionary as that offered by Mr. Barnard. Yet such was his influence and magnetism, that after his eloquent speech, the bill passed the house of representatives without a dissenting vote, and was adopted unanimously by the senate.

The same year that Mr. Barnard entered political life, Horace Mann left the Massachusetts legislature, to give himself to the work of education.

* American Book Company.

Mr. Barnard's admiration for Horace Mann vied with his admiration for Webster and Garrison, and the choice between an educational and a political or legal career was a difficult one.

In the law, a way was open to fame and fortune, with every opportunity for the exercise of all the popular powers he possessed. One of the ablest lawyers of New York City, the attorney-general for the state, had invited him to become his law partner. Few young men of twenty-seven would decline such an offer for the sake of being an educator.

Horace Mann was the only man in the country who would have said: "Do it." Henry Barnard did it.

Mr. Barnard accepted the position of secretary of the Connecticut Board of Education, which is practically that of state superintendent of schools.

He established the Connecticut School Journal, and wrote annual reports, second in value only to those which Horace Mann was writing in Massachusetts. Kent, in his famous "Commentaries on American Law," speaks of Mr. Barnard's first report as a "bold and startling document," which "contains a minute, accurate, comprehensive, and instructive exhibition of the condition and operation of the common school system."

Mr. Barnard continued this work for four years. Then the baser politicians, for political purposes, succeeded in abolishing the office he held. Most men would have returned to law in discouragement, but Henry Barnard persevered in the cause he had made his own.

The Rhode Island legislature, at about this time, did what has rarely been done in America for any educator. It adjourned all business and met in joint session to listen to an address from Mr. Barnard upon the subject of education. This speech was one of the grandest efforts of his life. In consequence of it, the legislature passed a law much like the school law of Connecticut, and Mr. Barnard became the first Commissioner of Education for Rhode Island.

During the five years that he was in Rhode Island he made history of education very fast. He put the schools into good condition. Through his efforts more than sixteen thousand educational pamphlets were distributed gratuitously, and libraries of at least five hundred volumes were established in all but three towns of the state.

While Rhode Island was moving forward rapidly under the lead of Mr. Barnard, Connecticut became very much ashamed of the way she had treated him, and in 1850 he was invited to become principal of the new state normal school, and superintendent of Connecticut schools. He carried on this work in a successful and popular manner for four years. He accepted the presidency of the University of Wisconsin, and remained there two years, giving much time and attention to the school work of the state.

In 1866 he was elected president of St. John's College, in Maryland, where he remained until he

was appointed by the President, in 1867, to organize a national Bureau of Education and become the first United States Commissioner of Education.

In other ways Mr. Barnard had been honored. In 1851 both Yale and Union College bestowed upon him the honorary degree of Doctor of Laws. The next year Harvard gave him the same honor, and later Columbia bestowed the degree of L. H. D.

No other man, as an educator simply, had ever received such honors from four such institutions. They were earned and bestowed by the time he was forty years old.

The Bureau of Education is now recognized as one of the important departments of government, but when Dr. Barnard was appointed the first Commissioner of Education, on March 14, 1867, the scope of the department was yet to be determined. Dr. Barnard's acquaintance with all educators, and with most of the public men of this country and of Europe, at once gave the bureau a wide influence.

Without a week's delay, he began to gather statistics regarding all classes of schools, colleges, and professional institutions, in their organization, equipment, instruction and management. He also looked up the facts about school funds, educational associations, school laws and school-houses. In a few weeks he developed the plans upon which most of the valuable educational information of the past thirty years has been gathered. His own library became the nucleus from which a national educational library has grown.

Dr. Barnard began, in 1855, the publication of a series of annual volumes on education, known as the "American Journal of Education," and continued it until 1893. These volumes give a vast amount of information upon education in the different countries of the world—information such as can be found nowhere else. No greater series of books on education has ever been published.

The "Journal" cost Dr. Barnard \$50,000 more than he received from it, and his fortune was ultimately lost in the great enterprise. Yet it will be his lasting monument.

These volumes and his reports of the Bureau of Education prove beyond all question that he mastered the history of education in the nineteenth century in a thorough, comprehensive, and critical way as no other man has ever done.

No one can ever write about American or European educational affairs from 1820 to 1875 without drawing most of his information and inspiration from the writings of Henry Barnard. He has all the instincts of the scientist, the patience of an historian, the poise of a statesman, and the zeal of a reformer.

Dr. Henry Barnard retired from the office of Commissioner of Education, and from all active educational work, on March 15, 1870, at the age of sixty.

THE GRADUATE SCHOOL OF EDUCATION

BY G. W. A. LUCKEY

Dean of the Graduate School of Education, University of Nebraska

Within the past two years there have been established in the United States several strictly graduate schools of education, with the expressed purpose of preparing experts in all lines of teaching and school administration. It is the function of these graduate schools of education that we are to consider.

A study of the mind of the child reveals three important instincts fundamental to intelligence. . . . Beginning with the third year the child enters a period known as the "Questioning Age." The first questions take the form of "what is it"; six months later, "why is it"; and about the close of the fourth year, "how is it."

These spontaneous questions of the child illustrate the three most important stages of intelligence; what are the facts, why are these facts as they are, how were they established or brought about? It is the purpose of science to discover the facts, of philosophy to explain and interpret them, of education (teaching) to distribute and vitalize them.

From a study of the individual we infer that teaching is one of the natural, inherent, fundamental processes of human development. The hunger and search for truth, and the effort to explain it, is not more insistent than the desire to express and teach that truth to others. . . .

Since the desire to teach is so strong in us all, it is not surprising that many are pushed into the field before their preparation is sufficient for the task. . . . Partly, no doubt, on account of its complexity and partly on account of its later development (being a social instinct) teaching has been the last of the learned professions to receive attention. . . . Many teachers of the professional subjects lack scholarship, scientific training, and genuine Christian character. . . . It is the short-sighted, self-assuming, unscientific, exploiting spirit of so many of the professed leaders that has brought disrepute to the teaching profession.

Teaching is instinctive, based on a real need of evolution and human intelligence. Being the last and most important step in human progress, it is only possible, in its best form, to those who through tribulation have reached the highest stage of human development. The teaching profession ought to lead all others in influence and power. This can not be done if we allow men in other professions to do our thinking, are satisfied with half-baked thoughts, or bloom out at the top before there is any depth of root. . . .

The expert teacher must be a biologist and know life; he must be a physiologist and know the way that life functions; he must be a psychologist and understand the workings of the psychic life; he must be a sociologist and have some knowledge of the group conscience and true human relations; he must be a philosopher and set up right standards of living; he must be religious and live consistent with his ideals and

teaching. In every individual all these qualities now exist in embryo. If they have not been developed it is because of faulty teaching. Graduate schools of education must remedy this through study, research and better teaching. . . .

We should study to know the child, to know it in all stages, to know it in its evolution, to know it as affected by its environment. In the evolution of man there are complexes and elements born in the child of today that are as old as the race itself. These complexes and traces of experience of former generations accumulate with the ages, are worked over and recombined with other elements, furnishing the faith, the instincts, the curiosity, the desires of the subconscious life upon which only is it possible to build a dynamic conscious life. How short-sighted we are in our methods when we do not take into consideration the force and push of this submerged four-fifths of man in our effort to shape or guide the conscious one-fifth or less. The purpose of education should be to develop a self-sustaining, self-directing, self-sacrificing or altruistic individual keenly alive to the best interest of humanity. . . .

Broadly speaking there are two ideals of civic life—imperialism and democracy. In the former there are two classes of society, the ruling and the ruled. It is the effort of the one class to impose its will and thinking on the other. In a true democracy all are equally free and are held together by law which they in turn have helped to establish. In education the tendency is nearly always toward imperialism. The teacher tends to impose her will and thought on the child, she does not develop but moulds. . . .

Development results from the interaction of the organism and its environment by means of which both are modified. In this process of interaction there are four factors that should be noted: the surrounding physical environment; the surrounding social environment; the growing organism; and the self-active, organizing, directing, controlling force known as aspiration, longing, aim. Man is a great dynamo or generator of vital energy. This energy is constantly increasing through nutrition and growth, and must have an outlet through work or play. It is the purpose of education to enable the individual to organize, control and utilize this energy. . . .

It is the function of the graduate school of education to give dignity and productive scholarship to the teaching profession; to add to the sum of human learning; to encourage scientific research in education; to create a more intelligent and more efficient body of teachers; to direct educational investigations and school surveys, both state and national; to furnish inspiration and guidance to normal schools and undergraduate schools of education; to encourage able

schoolmen to make use of its laboratories in carrying on investigations that may prove of value to the profession; to become a source of supply of the best trained teachers; to prove the fallacy of the thought that scientific research and productive scholarship are incompatible with the best teaching ability. These are a few of the things for which the new graduate schools of education should stand. But above all, these

schools should create in their midst the true teaching spirit. They should stimulate men and women to become interested in research and productive activity, to discover, vitalize and distribute truth; to live in harmony with that truth and to inspire others to live a similar life. These schools should create for the teaching profession the confidence and scholarship now enjoyed by the other learned professions.—Detroit Meeting.

SHAKESPEARE, THE SCHOLAR AND TEACHER

BY JANE A. STEWART

Stratford-on-Avon, England, is an ideal town for the tourist. It is compact. The places associated with Shakespeare's memory are close together. Standing on the bridge over the Avon, the green, fertile countryside of Shakespeare's youth stretches far, far away, and the tall spire of Shakespeare's church and burial place rises among the trees, reflected in the Avon.

Passing along the main street, many an old building is seen; and over them all rises the square tower of the Guild Chapel. By its side, cozily nestles the grammar school which Shakespeare attended.

The sight of this modest, historic, educational institution arouses in the thoughts of the visitor all the traditions relative to the early training and culture of the hearty, robust Stratford boy whose intellectual work was to place him as a star of first magnitude in the galaxy of English literature.

Entering the quaint building you recall that there is no actual proof that Shakespeare ever attended this country school. There is only circumstantial evidence. The school was here. His father was a well-to-do farmer and merchant, and a man of importance in the town when Shakespeare was a little fellow. The output of his mind shows that he had had classical training. It is clear that he went to school; and to this school.

The Chapel Street School had been in existence over eighty years when Shakespeare was a boy. It was in 1482 that Thomas Jolyffe endowed the Stratford grammar school on condition that the authorities of the town and the guild "should find a priest fit and able in knowledge to teach grammar freely to all scholars coming to the school." The endowment was increased by Sir Hugh Clopton (the great benefactor of Stratford) and the school was reorganized under the town charter of Edward VI.

In a grammar school, at that time, Latin and Greek were the chief studies, and the professors were university men, giving it the status of an academy. Rev. Thomas Hunt, curate of the adjoining parish of Luddington, a Cambridge graduate, was the teacher of Stratford grammar school from 1572 to 1580, when Shakespeare was

between eight and sixteen years of age. Under his able tutelage, evidence seems conclusive, Shakespeare acquired not only a considerable stock of Latin and Greek (though not up to the remarkable quantity possessed by his contemporary and friend, Ben Jonson), but also his notable vocabulary of over 15,000 words (nearly double that of the poet Milton).

You recall the affirmation of learned biographers that Shakespeare in this old building, under the best instruction of the time, became acquainted not only with the Greek and Latin fables, but also with the ancients, into whose life and feeling he completely entered as shown in the Roman plays. "Love's Labor's Lost," the "Comedy of Errors" and "Henry VI" are full of classical allusions and quotations, and of references to "the books, the academes" of his school days.

In "Titus Andronicus," Charon, hearing Demetrius read lines from "Integer Vitae," says:—

"Oh, 'tis a verse in Horace; I know it well;
I read it in the grammar long ago."

And it is pointed out that in "Love's Labor's Lost," two phrases are borrowed by Holofernes, from Erasmus' Latin and English dialogues for school boys: "Priscian a little scratched" and "I smell false Latin" ("Barbaricm Olet").

It has also been suggested that Shakespeare had in mind the vicar or the schoolmaster teaching the Latin grammar or sentences in Malvolio's costume ("Twelfth Night"):—

"Strange, stout, in yellow stockings and cross-gartered."

"And cross-gartered?"

"Most villainously; like -a pedant that keeps a school in the church."

What the classical course of instruction was at Shakespeare's school you readily learn from records: Caesar, Sallust, Cicero, Terence, Virgil, Horace, Ovid in Latin; Lucian, Xenophon, Homer and Aristophanes in Greek.

Among the books of history in existence then to which a bright boy like Shakespeare would certainly be directed and drawn in his reading, if not in the curriculum, were "Fabyan's Chronicle" of old British history; "Hall's Chronicle" of the wars of the houses of York and Lan-

caster; and "Holinshed's Chronicle" of England, Scotland and Ireland.

Among other popular books of that period which no doubt were occasionally read by the eager Shakespeare, it is pointed out, were Painter's "Palace of Pleasure" (containing among others the story of "Romeo and Juliet" translated from the French of Boisteau); the "Gesta Romanorum" translations of monkish and mediæval legends, and "The Discovery of Witchcraft," by Reginald Scot.

In "King Lear," Shakespeare mentions an important book of instruction, "The Absey Book" (so called from A, B, C) containing the alphabet, the pater noster, ave, creed, ten commandments and a brief catechism. Every schoolmaster under Edward VI, you are informed, was required under severe penalties, to teach these manuals to his pupils. And the many Scripture quotations in his works show Shakespeare to have been thoroughly taught in religious precepts.

Rambling about Stratford today among scenes of natural beauty described in the "Tempest," you are impressed with the opportunity which Shakespeare enjoyed for nature study and for out-of-door sports. In the "Merchant of Venice" he tells how:—

"In my school days, when I had lost one shaft,
I shot his fellow of the self-same flight,
The self-same way, with more advised watch,
To find the other forth, and by adventuring both
I oft found both."

He displays in all his works an intimate knowledge of nature, of the customs of the trees, plants and flowers.

And it is apropos to recall that of the ten his-

torical plays, eight are associated with battle-fields located in the immediate neighborhood of Stratford (Tewksbury, Bosworth Field, Shrewsbury and Evesham) with which Shakespeare was perfectly familiar from boyhood.

In Shakespeare's youth, too, you are told there was a large hall on the ground-floor of the old Guild Hall (adjoining the grammar school) where strolling players gave frequent popular theatrical performances which, no doubt, helped in his training as an actor and playwright.

His father having met with financial reverses, it is certain that young Shakespeare had no academic training after his fourteenth year. His was a continuation school, self-conducted, during the remainder of his teens. After his marriage to Anne Hathaway (seven years his elder) we are told that the young couple lived with Shakespeare's father for a few years (she helping about the house, while Shakespeare was occupied as a lawyer's copyist and in teaching school,) before he went to London to win success and fame. It is from an associate of Shakespeare in a London theatrical company, you are told, that the fact has come down that Shakespeare was a teacher.

"Shakespeare," he said, "understood Latin pretty well, for he had been in his younger years a schoolmaster in the country."

Even a brief experience as a teacher, you think as you leave the old grammar school, would be of great service in equipping the poet for the production of those marvelous textbooks in English which have made him one of the most influential of teachers and have enrolled the whole world as his students.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

KENT, OHIO, NORMAL SCHOOL

It will not be easy to find a better State Normal School than the one at Kent, Ohio, which has been evolved under the guidance of President J. E. McGilvrey in four years.

A better location is nowhere identified with a State Normal School. Eighty-five acres is a large campus, farm, field and forest, for it is all four in one.

The buildings are on the crest of a crescent hill facing a vast amphitheatre in which the noblest of hardy deciduous trees add a rare charm to the scene and to the delight of students in summer time.

On either side and behind the buildings is a veritable forest, beyond which are meadow and farm.

The buildings in location, in arrangement, in architecture are most imposing. The centre of the dress parade line of buildings is the Auditorium, capable of seating 1,500, and the Library building with shelving for 50,000 books. On one side of this noble building is a Science Hall with Training School, and on the other the Recitation building and two dormitories. In the rear is a \$100,000-building for power plant and industrial

education. A \$100,000 gymnasium is planned for and this will complete the \$700,000 State Normal School plant.

From legislative enactment, securing of the site, evolving the plant with the latest and best of everything in buildings, equipment, appointment, educational and professional scheme, is less than six years and less than five years from the appointment of the trustees.

When President McGilvrey was elected, July 17, 1911, he accepted on condition that he could remain at the Macomb, Illinois, State Normal School for one year.

That which is likely to make Kent and McGilvrey pre-eminent is the skillful, elaborate, educational and professional service being rendered by the Department of Extension Opportunities.

It is coming to be universally recognized that no one can by any possibility be adequately "prepared" for success in any profession by pre-practice study.

Thousands of surgeons congregate each year in some great hospital centre for weeks of demonstrations of the latest discoveries of their science. A multitude of surgeons make pilgrimages annually to Rochester, Minnesota, to Cleveland,

Ohio, and to Portland, Maine, to sit at the feet of great demonstrators in surgical art. The fact that so small a part of the teaching profession has had any professional preparation has led many normal schools into the historic error of thinking that the only need of the teaching profession is pre-teaching preparation. This error was becoming alarmingly serious until the Summer Sessions were opened for the benefit of those who needed and desired to keep in touch with the educational developments since their graduation.

Nothing is more inexplicable than that so many normal schools were so slow to recognize this intense professional need. Many of them allowed Universities to get far ahead of them in meeting this urgent demand.

Before all of them had rallied to this opportunity there came another even more insistent demand, that extension work be provided for teachers in service. So far as we know Dr. Z. X. Snyder of Greeley, Colorado, and J. E. McGilvrey, then of Macomb, Illinois, were the first to sense this demand, and since he came to Kent Mr. McGilvrey has rendered the profession inestimable service, and the public has benefited as much as has the profession.

The extension work is as genuinely serviceable to each earnest student as to those resident at Kent. By supplementing the school-year extension work with resident summer school work any teacher can be prepared in service as thoroughly, to say the least, as by any possible before-service study. The cost to the state is trifling. Practically 2,000 (1,985) extension students cost the state but \$7,000, or \$3.50 each, while 538 resident students cost the State \$107,769 or \$300 each for maintenance alone.

Certainly it is not worth near a hundred times as much for a young person to study how to teach before teaching as to be aided in perfecting teaching power while teaching.

Not only is this of value to the teacher-extension-students but it is of almost equal value to the Normal School professor, who has to try on his methods developed in teaching mere learners by applying them to men and women experienced in real professional life.

The enrollment last year at Kent was 538 resident students, 1,812 summer school students, and 1,985 extension students, a noble total of 4,335. Aside from the extension classes there were 2,350.

It is better to lend encouragement and aid to those who are growing, in order that they may grow strong and healthy, than merely to try to arrest the decay of those who are already in process of decaying.

—Thomas Nixon Carver, Harvard.

COMPULSORY ATTENDANCE OFFICERS TO THE RESCUE

[Editorial.]

We were led to fear from some statements by leaders at the Minneapolis meeting of the Society for the Promotion of Industrial Education that the Prevocational movement was liable to be a tragedy.

Flexibility to meet the needs of unfortunate and misfit children was denounced in the summing up of the proceedings by as high an authority as there is in vocational education. This seemed to be as near an official statement as one could get from prevocational leaders.

Fortunately, a few days before, there was a meeting of the National League of Compulsory Education Officers in Milwaukee, and these men and women who are dealing with the problem directly spoke in no uncertain tone in their demand for flexibility to meet these needs. Their first resolution, that which gives the keynote to all that followed, demanded "continuation, trade and technical schools for incorrigible children." That resolution may make some expert prevocational specialists weary, but they will be more weary before they make Prevocational schools as rigid, inflexible, as helpless as they would like to have them be.

"Flexibility" is sure to be the slogan with which to win in the prevocational campaign.

The National League of Compulsory Education Officers will have a hundred times more in-

fluence than theorists in deciding between a mineralogical and biological, a crystallized and a vitalized Prevocational program. They are welcome at a time when they will be needed in the campaign for humanizing the schools for misfit boys and girls from fourteen to sixteen. Here are other significant resolutions:—

A larger measure of vocational training should be introduced into the work of the schools. The experience and advice of the attendance officer should be utilized in securing vocational guidance for the children. There should be better regulations for the care of mentally and physically defective children.

The state should appropriate a fund for the relief of indigent children who are compelled to attend school. There should be a codification by the several states of the laws relating to children.

The number of children requiring compulsory educational supervision is increasing. The increasing complexity of social life and of economic pressure require an increasingly higher standard of general intelligence of the mass of the people. To meet the problems of these social-economic conditions, the extension of compulsory educational supervision is demanded with a corresponding demand for the raising of the efficiency, the intellectual standard and pay of the compulsory attendance officer. In order to obtain the best results of compulsory supervision, the co-operation of all educational agencies and the good will of the public are essential.

"BACKING UP" TEACHERS

BY HENRY GRATTAN DOYLE

AN ARGUMENT FOR THE DEMERIT SYSTEM.

"To what extent should the principal or headmaster 'back up' his teachers in matters of discipline?" with its corollary "To what extent should school boards and school trustees 'back up' principals and headmasters?" is a frequent subject of discussion when teachers get together informally to talk shop.

The common opinion seems to be that in general it is hopeless to expect proper support from school committees as long as they are comparatively large elective bodies, chosen by districts, and composed, as is so often the case, of professional politicians. The politician must trim his sails to the wind of popular opinion, and steer his course amid the eddies and cross-currents of invisible political influence. On the other hand the problem within the school is an administrative one, and one that can be solved by purely administrative measures.

Too many cases of lax discipline are due not so much to the weakness of the subordinate teacher as to the principal's failure through inability or lack of interest to "back up" the teacher in disciplinary matters brought to his attention. A few instances of such neglect generally are sufficient to cause the teacher to lose confidence in the pedagogical fitness of his superior and as a result gradually to lose interest in the maintenance of discipline himself, often forming the habit of overlooking infractions of discipline that would not be tolerated in a well-administered school. Thus the weakness or inefficiency of the head leads to lax methods and weakness throughout the organization.

When pupils realize—and in these matters experienced teachers agree that pupils have a quickness of perception that is positively uncanny—that prompt and adequate punishment will unfailingly follow any offense brought to the attention of the head of the school or of the officer responsible for its discipline, the problem is greatly simplified and infinitely easier. Many a so-called "weak teacher" would have a different reputation under the supervision of a different principal; for the principal who supports some teachers and fails to support others is much more common than the principal who supports none of his staff. The latter is very likely to be dismissed in short order, but the former may flourish for years.

What is the remedy? There are two: First, the use of more care in selecting administrative officers, since the problem under the usual system is primarily one of character and personality;

second (and this is more important), the use of better disciplinary methods.

It has been remarked that military schools, when properly conducted, have what is probably the best discipline of all educational institutions of high school grade. This is due, of course, to their distinctive military administration, which few public high schools, by their very nature, could successfully initiate or long retain. One feature of the military school, however, has been adopted, in modified form, in some high schools—the Demerit System. Although its nature and principles are fairly well understood a brief account of its workings may not be out of place.

Under the Demerit System, the pupil receives "misconduct marks," or "demerits," for all breaches of good conduct, the penalties for common offenses being prescribed, for others left to the judgment of the teacher. The acquisition of a definite number of such marks, within a definite period, means the automatic suspension, expulsion, or other serious punishment of the pupil. Sometimes the system is further modified by the infliction of "censures" for pupils receiving more than a limited number of demerits in any given month, these censures, if repeated, leading to final separation from the school.

With accurate bookkeeping, this system approaches the ideal. In the first place, there is no opportunity for lack of co-operation between teacher and principal because the system is practically mechanical. In the second place, since receiving a limited number of marks leads to inevitable, perhaps irrevocable dismissal, the pupil is naturally slow to run the risk of incurring such penalties, and the teacher slow to inflict them, which is as close to absolutely just government as poor mortals can attain.

Finally, since the penalties for most ordinary offenses are prescribed, there is no room for the workings of natural antagonisms. There is a question only of fact, uninfluenced by the personality of teacher or of pupil. If the pupil commits a given offense, he incurs a given penalty, once the fact is established. It is as inexorable, as impersonal, and as logical as the law (theoretically) is. Better still, it has worked in practice. Its adoption, at least in principle, means the destruction of a fundamental cause of friction and lack of co-operation between principal and teachers, and the strengthening of a weak link in the chain of school administration. With its general acceptance, "backing up teachers" will cease to be a topic for discussion or a source of professional discontent because "backing up" teachers will no longer be a problem.

It is a great thing for the son of a poor man to sit in the schoolroom next to the son of a millionaire, but it is a greater thing for the republic for the son of a millionaire to sit in the schoolroom next to the son of a poor man. The relationship those boys form in the classroom will, in a great degree, solve the relationship in the activities of the world when they become men.—Carlos M. Cole, Superintendent Denver.

A REDIRECTED RURAL SCHOOL

BY BRIDGET A. RYAN

[Read at the meeting of Boys' and Girls' Club Leaders, State House, Boston, Mass., January 29, 1916.]

Russellville School is a one-room rural school made up of the first six grades. It averages about twenty-five scholars, whose ages vary from five to thirteen years. The school district is in Hadley, Mass., that town in the Connecticut Valley, famous for more than two hundred and fifty years for its fertile, well-tilled farm lands. From our school lawn we can see the flag that floats above the campus of the Massachusetts Agricultural College. These two facts account in great measure for our success in the club work we have undertaken. Hadley's standard of farms and farming makes a good foundation to build on, and our proximity to the college is a wonderful inspiration. Yet, when our superintendent suggested three years ago that we join the garden club being formed for that year by the extension department of the college, I hesitated to undertake the work. It seemed presumptuous of me to try to teach agriculture to children who were agriculturists by every inherited instinct. But I did not hesitate long. My own work in my own garden had taught me the joy of gardens, and I was most willing to help my children find even a small part of that same joy. And they were willing to do their share. If I said it was fun to raise potatoes, they would take my word for it, and after three years of gardening they have found it to be a great pleasure to raise flowers and vegetables for themselves.

That first year, 1913, the older children sent to the college for potatoes, beans, corn and tomato seed, and we sent to the Children's Flower Mission in Cleveland, Ohio, for some flower and vegetable seeds. The younger children were not encouraged to make gardens that year. No one thought that they knew enough. Now I quite agree with Professor W. R. Hart when he says: "Let them stir up the soil and plant some seeds and care for them as well as they can. Knowledge comes that way." Small, out-of-the-way patches of ground were used by the children for their first gardens, and amused parents smiled to see how carefully we soaked our seed potatoes to protect them from scab. Now the soaking of seed potatoes is the usual practice in our neighborhood. I trudged many a hot, dusty mile that summer with a spray pump and a can of Pyrox, teaching the children, and occasionally their parents, how to spray potato vines for blight. Our results were good in 1913, but our failures were many, and when we found that we had won the first prize for one-room rural schools in a state contest, we were quite as much surprised as pleased.

In 1914, we began early to plan our gardens and choose our seeds. Every child in the school and some who were to enter in September planted a garden. These varied in size from the few hills of corn which one five-year-old girl saved from scratching hens, to the half-acre of

onions raised by an eleven-year-old boy. Most of them contained one square rod. These gardens were a decided improvement over the ones of the year before in size, quality and location, and our exhibit in September was good to look



RUSSELLVILLE SCHOOL, HADLEY, MASS.

at. One boy had entered the Market Garden contest with a one-twentieth acre vegetable garden. His mother told me that her table had never before been so well supplied with fresh vegetables. A girl entered the Home Economics contest and completed the required work. We made some good jelly and canned some tomatoes



GARDEN POSSIBILITIES. - Anthony Yarrow

at school on a little, two-burner Florence oil-stove loaned us by an interested woman of the neighborhood. The tomatoes were used in making soup for school lunches, and we began to get a fuller benefit from our garden by cooking some of the vegetables we had raised. The children could not raise flowers and vegetables with-

out forming the acquaintance of many destructive insects and scales and blights.

Worms make quite as interesting a study as anything else for children, always eager to learn, and when our town offered twenty cents a hundred for tent caterpillar belts and nests, the schoolroom was deluged with boxes and bags of the belted twigs, and with caterpillars in all stages of development. They found an occasional brown-tail moth cocoon, and aroused the men of the community to an effort to destroy those alarming pests. A man was sent to us

of Hopkins Academy, our town high school. These were the seeds sent out by the United States government. A woman who is much interested in our work gave the children many packages of seeds such as kale, cauliflower, Brussels sprouts, egg plant, Kohl-rabi, parsley and the different herbs, that our Fall exhibit might be more interesting. Our exhibit at the Northampton Fair was quite attractive with its bright colored carrots, and tomatoes, and pumpkins and squashes set in a curly bed of kale and parsley. During the winter, a ten-weeks course in agri-



THE RUSSELLVILLE SCHOOL REDIRECTED

from the college who showed us how to trim and spray our fruit trees, and check not only the brown-tail moth but also the scale, which was fast destroying our orchards. The children's work in collecting tent caterpillars was an object lesson to the neighborhood. Everyone could see the difference between the clean green of our orchards and roadsides and the leafless branches covered with unsightly caterpillar tents of the neighboring districts. And the children received the deserved credit.

With every new phase of the work our interest grew, and when 1915 came we were already planning what we would raise in our gardens, and eagerly waiting for the new seed catalogs to come. When they came, we studied them and chose our seeds. The older children filled in their own order blanks and all paid for the seeds with money they had earned by gathering the new, but diminishing crop of tent-caterpillar belts. This time they hunted over practically every foot of ground in the district and certainly located every wild cherry tree. We plan to destroy them all some day. The children ordered several dollars' worth of seeds from the Children's Flower Mission, and ordered them early, to have that part of the work done before the spring work began. Many packages of seeds were given to them by the agricultural instructor

culture appeared in the New England Homestead. We used these weekly articles as a basis for a study of soils and fertilizers, and we did considerable seed-testing and made some simple experiments. At the end of the course, a test was given and marked as in other studies. The children enjoyed it all.

In February, five children who were old enough entered the Home Economics contest and carried their work to a successful finish. To be sure that each child was keeping a correct record of the work done at home, a duplicate record was kept at school and was filled in the first thing each morning. The children who chose sewing brought their work into the schoolroom frequently for inspection, and the boy and girl who chose bread-making gave me an occasional loaf to show what they could do. In every possible way the club work was connected with the school work, and the interest was always keen. The day before Miss Ethel H. Nash came to inspect their work the club members cleaned and polished the windows, seats and desks and scrubbed the floor, to show what they had learned in that important part of housekeeping. With some of our 1914 prize-money we had bought a cooking outfit, and a table was correctly set by the children who had chosen that activity.

With its white linen and polished silver and pretty blue and white dishes, it was most attractive.

Before the Home Economics contest was finished the garden work was well started, and our working days were long. At school the children drew garden plans on the blackboard, and after they had arranged them satisfactorily there, copied them in planting their gardens.

More ambitious gardens were made, and every child in the school, as well as all who were to enter in September, had one. Fifteen children had plots containing one square rod or more, and the only boy who was old enough raised one-tenth of an acre of onions, from which he realized more than sixty dollars profit. Needless to say, farming is an interesting occupation for that boy. A boy of nine and his sister of seven cared for a wonderful garden. They had their own square rod areas which they planted themselves in one corner. Their father planted the rest of the one-fourth acre garden with his onion sower, and gave it into the children's care. They took entire charge of it, hoeing, cultivating, weeding and gathering the vegetables for the home table. But when the final harvest came, they were obliged to get help in gathering the loads of vegetables that were too much for their small strength. Every garden had its own interesting story, but one not at all pleasant was common to all. With July came torrential rains, and water stayed on our level fields for a week at a time. The children's gardens suffered just as their fathers' farms did, and they could talk as feelingly of the leaching of nitrogen and the lack of potash as their fathers could. One girl had a garden of four square rods, well laid out with borders and paths. She had more than a dozen varieties of vegetables in fine condition when the rains came. The land was flat, and three different times it was under water. All she harvested from it was some kale and cabbage. But she went cheerfully to work and canned fruits and vegetables and made jelly and grape juice, that she might do her share toward making a successful exhibit at the fair.

Just before school closed, the canning contest began. Only two children entered because the other children who were old enough to enter left us in June for another school. But every child was interested, and we did some demonstration work at school, and sixteen boys and girls canned something or made jelly. Some of the work was done at school, some in my home, and some in the children's homes. One boy learned to make crab-apple jelly in my kitchen, and went home and showed his mother how to do it. Together they made fifty glasses of crab-apple and wild grape jelly for the boy to use with his school lunches. The children canned rhubarb, asparagus, beans, berries, beets, tomatoes and all the fall fruits besides making a half-dozen kinds of jelly. Even the boy who didn't keep the weeds out of his garden because the mosquitoes were too thick there, had some fine string beans which he canned. All the canning and jelly-making

done at school was allowed as a reward for regular work well done, and was a great incentive to good work.

During the summer I visited each garden three times, and on one not-to-be-forgotten day Professor Morton's class from the summer school favored some of the gardens with a visit. I should have made more frequent visits had I not been too agreeably employed attending that same summer school. In spite of rains and other trials, when harvest time came we collected a wagon load of vegetables and exhibited them at the Northampton Fair.

It would take too long to tell of the awakening effect of our club-work on the school; how it has made for better attendance; greater interest, not only in the immediate day's work, but every outside thing; better individual work; and greater pride in our school and community. But I must tell one little story as an illustration.

I have had for six years, one pupil, a girl now thirteen, who was not an especially good scholar. In fact, the only study in which she did good work was reading. She has always read every new book that has been added to the school library as soon as it came, and she walks two miles every Saturday to the public library for books, always trying, while school is in session, to get at least one which will interest the whole school if I can find time to read it aloud. This little girl had never been interested in housework until she joined the Home Economics contest in 1914. Most of her time had been spent with a book; on the front porch in summer, or curled up in a big chair by the fire in winter. Her mother thought it easier to do the work than to teach the unwilling little daughter. But this mother, who has been of great assistance to me in the club work, welcomed the Home Economics contest and did her share in filling in reports and teaching the daughter how to do well the different kinds of work she had chosen. At first it was not easy, but they were both quite willing to try again in 1915. Both years the little girl received a blue ribbon for her good bread. In 1915 she also entered the Home Canning contest, and her mother told me how they had enjoyed the work all summer. She said: "Instead of Gertrude taking her book as soon as she had grudgingly washed the breakfast dishes, and disappearing until noon, we did the housework together, and talked and planned like good companions. We would tell each other stories as we worked, and we did enjoy seeing whose windows had the better polish, or whose ironing was more neatly done, or whose jars of processed fruit were the more attractive looking." And her school work has improved. She has learned to study and is eager to do good work in every subject. And when her mother was ill recently, she took charge of the house, cooking, cleaning and caring for two younger children. Imagine our pleasure in watching her develop from a sullen, heedless child, into a cheerful, studious, thoughtful girl.

One most desirable result of our club work has been the interest taken in us because of it, and

the charming friends it has made for us. Two interested friends gave us a fifty-dollar Victrola and many fine records in 1914, in recognition of our successful work in the garden club. During 1915, many more records were given and we now have an usually fine collection of Victrola music. These same friends gave us a beautiful picture of blooming apple trees by Wallace Nutting for our good work in destroying tent caterpillars. They have given us many bird and flower books, and we know practically all the birds and flowers



GARDEN POSSIBILITIES.—Gertrude Crafts

in our district. Our latest gift from them was a chest of tools, and the boys are making feeding houses and setting them up in our big school-yard maples to attract our winter birds. Many birds come to feast on the suet and bread crumbs set out for them, and the children are delighted

with the growing confidence of their feathered guests. Many delightful people have visited us during these three years, and it has been a great pleasure to the children to meet them. Chief among our friends are the people who come to us from the college. Miss Nash's visits are an event, and every child in Russellville claims Professor W. R. Hart and Professor O. A. Morton as personal friends. Whenever we say: "We can't do this, or that," they say "You can," and help us do it.

REMINISCENCE OF EMERSON

At the request of a friend who had to read a paper on Emerson before a literary club in a neighboring state, the following was made a part of the contribution. It was felt that the element of personal touch would add to the interest of the occasion. Possibly the same may be said of a more extended audience. W. P. A.

Emerson was the embodiment of that New England reserve which, if seemingly repellent at times, is in reality a well of resourcefulness deep and inexhaustible.

One has only to consider his thoughtful contributions to literature covering a long period of years, awaited with interest and devoured with avidity by at least two generations, to realize the great fund of profound wisdom added by this one man to the accumulated thought of mankind.

Living in the quietude of the little town of Concord, Mass., his home, like his own nature, standing four-square to the world, in the midst of a group of writers who themselves challenged no little attention, his words were eagerly watched and sometimes appropriated by others.

The New England Lyceum, strange as it may seem, was the early medium through which much of his thought found its way to the world. One might think that epigrammatic, not to say enigmatic utterances like his would better be considered in the privacy of home reading than communicated orally from the public platform. While this is substantially true it speaks volumes for the audiences to which he addressed himself. He was among the most welcome of speakers. Tall and

Continued on page 354.

No other human occupation opens so wide a field for the profitable and agreeable combination of labor with cultivated thought, as agriculture. I know nothing so pleasant to the mind as the discovery of anything that is at once new and valuable—nothing that so lightens and sweetens toil as the hopeful pursuit of such discovery. And how vast and how varied a field is agriculture for such discovery! The mind, already trained to thought in the country school, or higher school, can not fail to find there an exhaustless source of enjoyment. Every blade of grass is a study; and to produce two where there was but one is both a profit and a pleasure. And not grass alone, but soils, seeds, and seasons—hedges, ditches, and fences—draining, droughts, and irrigation—plowing, hoeing, and harrowing—reaping, mowing, and threshing—saving crops, pests of crops, diseases of crops, and what will prevent or cure them—implements, utensils, and machines, their relative merits, and how to improve them—hogs, horses, and cattle—sheep, goats, and poultry—trees, shrubs, fruits, plants, and flowers—the thousand things of which these are specimens—each a world of study within itself.—Abraham Lincoln.

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IN NEBRASKA

Few opportunities have been more enjoyable or significant than that of being with the county and city superintendents of Nebraska called together by State Superintendent A. O. Thomas for the first Annual Union Conference.

The noticeable features were the report of achievement, the equal of which one rarely if ever hears; the determination to maintain the pace of progress, the spirit of co-operation; and the vastness of the program, which was certainly beyond anything we have experienced either in scope or in number of participants.

As to achievement. In the year reported upon (1914-1915) there were an addition of 651 students getting some professional training; 36 more approved normal training schools; 13 more fully accredited four-year high schools.

The topics earnestly and sensibly discussed by county superintendents, city superintendents and principals were as follows: "Common Defects of the Common Schools and How to Remedy Them"; "Standardization of Rural Schools"; "The Rural High School"; "The County Institute, Abuses and Opportunities"; "Compulsory Education, Its Shortcomings and How to Make it Effective"; "Training Teachers in Service"; "The Field Coach for Teachers"; "How to Improve Rural Supervision"; "Conserving the Interests of the Taxpayers"; "Report of Progress for 1915"; "Normal Training in High Schools"; "Military Training in High Schools"; "School Inspection and What it Should Mean to the Superintendent, the Board of Education and the School"; "The Superintendent and His Relation to the Principal, to the Teachers, to the Board of Education, and to the Community";

"Standardization of City Schools"; "The Non-Conventional in Schools"; "State-Wide Honor System"; "Back to Essentials."

All these topics were discussed in general session, and not in department meetings.

There were eighty Nebraska educators, city and county superintendents, principals and members of the state department scheduled to speak, and it was surprising that so large a percentage of these were present and did speak as assigned. Every one was limited, actually limited, to ten minutes, and all but the leading speakers to five minutes, and every one said something worth hearing. No one had time to be trite or smart.

The most inspiring feature of the meeting was State Superintendent Thomas's keen statement of his aspiration for 1915-1916:—

1. At least 160 days' schooling for all of the youth of the state.
2. The co-operation of all educational forces for the advancement of Nebraska schools.
3. Capacity groups for instruction and a division of labor for teachers.
4. The placing of supervision on a proper basis.
5. The realization of Nebraska educational standards by the schools of the state.
6. In the making of new districts the use of the half-section instead of the section line; the portable schoolhouse and the mother-teacher in the sparsely settled sections.
7. Training in service and the "teacher coach."
8. Back to the essentials of an English education; as good educational opportunities for the children of the country places as the towns and cities afford.
9. The medium sized co-operative district and new buildings to be built with community centre idea.
10. A high school within reach of every child.

So far as an onlooker could judge every school man and woman present lined up for the achievement of all these Ten Aspirations of the state superintendent.

STATE SUPERINTENDENTS

Educational politics in the West as against its absence in the East and Middle West was never more in evidence than in the case of the office of the state superintendent.

In the six New England states, in New York, New Jersey, Pennsylvania and Maryland there is no contest, now or ever, over the election of a state superintendent.

In Ohio contest was avoided by the acceptance of a first-class city superintendency by State Superintendent Miller, whose term was about to expire.

In Illinois, Michigan, Wisconsin, Minnesota

and Iowa there has been nothing worthy the name of contest since Blair, Keeler, Cary, Schulz and Deyoe have been in office, but Indiana, Nebraska, Kansas, North Dakota, Montana, Colorado and Washington are to experience heated political campaigns. In Indiana and North Dakota the contest is precipitated by the voluntary retirement of men who appear to have been in no danger, but in Kansas, Nebraska, Colorado, Montana and Washington exceptionally strong men and women, officials with notable records of success, are threatened by politics pure and simple.

Educational America is watching the outcome with keen interest and much anxiety. There will be cause for civic rejoicing as well as educational pride if these states can be induced to place themselves among the states of the East and Middle West in the elimination of politics.

There is not one of these officials whose defeat can mean anything but discredit to electorate.

PENSION BASIS

New York City teachers have had a lively time over the basis for the estimate of the pension. It is likely to be an endless conflict there and everywhere.

Shall the pension be graded by salary received, or shall there be a flat salary for all retired teachers?

Shall the pension be graded by the length of service, or have a flat rate?

There is enough justification for each claim to make the advocates of every one of the plans intensely conscientious and ardent.

Inevitably a certain amount of self-interest is liable to creep in. The vast majority of the teachers being of the lower salaried class prefer the flat rate, while those of a higher salary prefer the graded scale and each can readily believe that all justice is with his argument.

For instance, a \$1,200 salary teacher would get but \$600, on a half salary basis, while a \$2,400 salary teacher would have \$1,200. A flat rate of \$750 would presumably cost the city the same as the half plan and it would mean \$150 more to many teachers, and \$450 or more less to some others.

For the honor of the profession it should be said that some of the ardent champions of the flat rate have the larger salaries, but they are often affiliated officially with the lower salary teachers. It is a very mixed case, and an interesting study.

But in the final analysis there is a fundamental difference in principle between the two positions, an irreconcilable difference. Miss Jennie Jenness of the Brooklyn Girls' High School, a member of the Pension Committee of the Teachers' Federation, has stated the unusual phase of the question more vigorously than we have seen it stated elsewhere. In substance this is her contention:—

"Miss Jenness does not admit that a teacher should get a higher pension simply because she held a higher position than another. Once they

are retired from the service an elementary teacher and a high school teacher are equally useless to the city, and one is not deserving of more consideration than the other, so far as the pension is concerned. If the service of the high school teacher was of a higher and more specialized character than that of the elementary school teacher, she declares, the high school teacher received his or her compensation by way of a higher salary. But after retirement, the high school teacher is as much 'dead wood' as the elementary school teacher, and she can not see why there should not be 'equal pay for equal rest.'"

This has rarely, if ever, been recognized as completely as Miss Jenness would have it recognized. The discussion will be ardent whenever and wherever a pension scheme is under consideration.

A WISE GIFT

Through the generosity of two Valparaiso, Indiana, people, Valparaiso University becomes the administrator of a gift not at all of the usual sort, and one which will be more far-reaching than gifts of money which run into six and seven figures.

William E. Pinney and his daughter, Myra, both of them young and active in the town, have given their family homestead and its 400 acres of splendid land, as a "foundation for the study of the methods of agriculture and for the purpose of developing special and well-trained, but practical farmers."

The estate is not a run-down affair the family would like to be rid of—it is an up-to-date farm, and having the gift in mind for several years, Mr. Pinney has made many permanent improvements and has equipped the farm with teams, implements, a herd of fine cattle, sheep and other stock.

For the perpetuation of this foundation a trusteeship has been founded. Their trust at present is estimated at a \$50,000 value. Valparaiso University was offered the opportunity of operating the farm. A practical farmer who is completing post-graduate work at Purdue University will be the resident instructor on "Pinney campus."

Expressing appreciation of the gift, President H. P. Brown and O. P. Kinsey wrote as follows:—

"The university wishes to make public announcement of its high appreciation of the splendid arrangement tendered us by the Pinneys. A few months since we started a little work in the subject of training young men in agriculture, and have gone about as far as we could undertake any of this work without a larger field of operation. This gift brings us a very much needed relief and we gladly and thankfully accept this privilege. The university has never, in its history, solicited any outside aid, and we do want to say this is most highly appreciated, and we hope this good example will be followed by others."

FRANCIS TO COLUMBUS

John H. Francis, one of the leading superintendents of the United States from the standpoint of progressive achievement, of professional virility and of personal vitality with voice and pen, will accept the superintendency of Columbus, Ohio, succeeding J. A. Shawan, who declined a re-election after a quarter of a century of service without a negative vote in all the years.

REGRET CHRISTENSEN'S DECISION

The Principals' Association of Salt Lake City unanimously and heartily passed the following resolution:—

"Dear Superintendent Christensen: The surprising and to us painful announcement that you did not wish to be considered a candidate for re-election to the superintendency of the city schools has impelled us to tender you this expression of our sentiments, in the sincere hope that circumstances may so shape themselves as to make it possible for you to reconsider your action.

"As the years have passed we have come, more and more, to look upon you not only as an able school superintendent in all that pertains to this office, but as a true and sympathetic friend whose assistance and wise counsel have been invaluable aids to us in the discharge of our duties. We believe, and we are in a position to know, that the present efficiency of the Salt Lake public schools is very largely attributable to your efforts.

"We deplore the necessity, if such it is, that has led you to take this step, and trust that you may yet be induced to continue your labors as our superintendent, assuring you of our high regard for you personally, and our unshaken confidence in your integrity and ability as an administrator of our school system.

"With the sincere hope that our profound regret at this time may be turned into joy by a reconsideration on your part, we are

"Most loyally yours,
"Principals' Association."

Here is one resignation with no string to it and with no insinuating cause.

DENVER'S LATEST

We have no opinion to express. The Denver situation is wholly beyond our ability to understand. In three hundred and ten years no city, village or rural school district has had anything to compare with this situation created in Denver on March 15.

Unless the law intervenes, a Board of Education that had for eight months and more stood three to two for a conservative policy, by the death of one of the three and heroic action on March 15 of the two who had been in the minority, suddenly becomes four to one for a policy not hitherto conservative. Two never became four so suddenly without an election intervening.

All that we know is that Denver is at the beginning of the "worst ever" anywhere on earth

or the end of discomfiture. The four to one have an opportunity to display sanity and devotion to education, or demonstrate a sort of demoniacal rage for trouble.

Of course there are two incidental possibilities,—a court decision making the elimination of Congressman Hilliard by two votes, when only two members were present, or a recall of Messrs. Jones and Gear, the original two.

To have been in Denver when the two became four was just a bit of luck. The excitement was quite unusual.

BLACK TO ELLENSBURG

George H. Black, for fifteen years president of the Lewiston, Idaho, State Normal School, accepts the presidency of the state normal school at Ellensburg, Washington, succeeding W. E. Wilson, who has been president for nearly a quarter of a century, holding the record of normal school presidents west of the Missouri river with possibly one exception. Mr. Black's election at a salary of \$4,500 from the nearest state normal school out of the state is a notable appreciation of one of the most progressive and uniformly successful normal school men in the country.

PRATT TO SPOKANE

The unexpected happened when the Spokane Board of Education elected as superintendent, Orville C. Pratt of Wabash, Indiana, to succeed B. M. Watson, who declined to be a candidate for re-election after eight years of service in which he broke all records. It is a great compliment to Mr. Pratt to have been selected over as strong an array of superintendents as have been considered by any city.

The unanimous and hearty re-election of Hon. Calvin N. Kendall as State Commissioner of New Jersey for a term of six years is one of the bright spots in the educational life of the times. The significance of this lies in the fact that his administration has been of high achievement along ardently progressive lines.

There should be national rejoicing over the fact that Thomas Mott Osborne, prison reformer, former warden of Sing Sing, was acquitted by the jury on order of the judge. This is the highest, cleanest vindication possible.

The New York meeting of the National Education Association should break all records, at least of all but one.

New York City is reported to have 105 women teachers out on maternity leave of absence at the present time.

"Slow but sure" has no place in modern education. Accuracy usually goes with alacrity.

Seymour Eaton died of apoplexy in Lansdowne, Pennsylvania, on March 13.

There are seventeen states with free-textbook laws.

Educational uneasiness is the worst ever.

THE WEEK IN REVIEW

CO-OPERATING WITH CARRANZA.

The administration is acting wisely in accepting the suggestion of the Carranza government for the negotiation of a protocol for co-operation in the pursuit of Villa. The demand that the United States agree not to occupy any town, village or camp; not to penetrate Mexican territory farther than may be necessary for the actual pursuit of Villa; and to retire at once from Mexican soil as soon as the expedition is an admitted success or failure is perfectly reasonable. At the best, there will be only too many openings for misunderstanding and the creation of hostile sentiment; and ordinary prudence dictates that everything possible should be done to make it clear to the sensitive Mexicans that what is contemplated by the United States is not an invasion, but a punitive expedition which will be recalled just as soon as its work is done. There is precedent for such a protocol in the agreement of 1882, arranged during the Arthur administration, which regulated the movements of expeditionary forces.

THE PASSING OF VON TIRPITZ.

It is not strange that the resignation of Admiral von Tirpitz should have given rise to many speculations. The reason assigned is ill-health, but that is a reason so often put forward to conceal something else that it is not generally accepted. It does not seem irrational to assume that a sharp difference of opinion may have arisen between him and those higher in authority as to the lengths to which it was wise to carry submarine warfare, under present conditions, and that his retirement may point to some modification of the policy for which he is sponsor.

GERMAN COMMENT ON VON TIRPITZ.

It is interesting to notice that German newspapers, which are not permitted much freedom of comment nowadays, make no effort to conceal the significance of the retirement of Von Tirpitz. Thus, the Berlin Tageszeitung, which has been one of the strongest supporters of Von Tirpitz, says that it is "shaken by the news of the Admiral's resignation and does not at present feel itself in a condition to make a comment thereon." And the Morgen-Post says: "There will be universal regret that circumstances made the retirement of the Admiral necessary. The reasons for this and the inner relations of affairs with one another cannot now be discussed, but it will be regretted that there was no other way out." These statements do not seem to point to ill-health as the real cause of the Admiral's retirement.

AN ISSUE IN GERMAN POLITICS.

Not the least surprising result of the retirement of Von Tirpitz is that it has created an acute issue in German politics. For the first time since the war began, the iron hand of the government has been so far relaxed as to allow a real discussion of governmental measures by members of the Reichstag and in the press. The Socialist membership in the Reichstag has agreed upon a resolution expressing the expectation that

in the negotiations concerning the use of submarines "everything will be avoided which could damage the just interests of neutral states and lead to the extension of the war." On the other hand, other political groups are clamoring for a still more ruthless use of the submarine; and four of the leading papers of Berlin have published simultaneously a manifesto which strongly endorses this policy, and condemns the criticism of it "by officially inspired organs." Such language implies rather a sharp division.

A NEW MOVE IN THE BALKANS.

Salonica does not bulk very large in the war news now-a-days, but there are intimations, probably well-founded, that the Allied armies concentrated there are getting ready for a vigorous offensive as early as the first week in May, and possibly earlier. There are said to be 85,000 French and 120,000 British troops there, besides 16,000 Servians. More troops are on their way from France, and stores of supplies and munitions are arriving daily. Sofia will be the objective of the movement; and, with the armies of the Allies in motion across Greece, it will not be easy for King Constantine to hold the Greek army in check and to prevent it from joining a movement which will strongly appeal to Greek patriotism.

CHINA AGAIN A REPUBLIC.

President Yuan Shi Kai has concluded that a reasonably secure Presidential chair is preferable to a tottering throne; and he has accordingly rejected the emperorship and resumed the presidency. The immediate cause of this action is the spread of the revolutionary movement in the South, which has grown steadily in strength and violence ever since the council of state last December decided in favor of the re-establishment of the monarchy. Several of the southern provinces have declared their independence of the Government at Peking; Yunnan province has declared itself a republic; and considerable bodies of Government troops have joined the rebels. Yuan's wise decision will probably promote internal tranquillity; and it will relieve the apprehensions of Great Britain, Russia and Japan, which have been bringing pressure to bear at Peking to prevent any governmental change at this time.

COMMERCE ON THE PACIFIC.

It is reassuring to find that, in spite of adverse legislation, the American flag is not to disappear altogether from the Pacific. It appears that the Pacific Mail Company has bought three of the largest liners hitherto run by the Royal Dutch West India Mail Company, and is to build two sister ships. The line is to be operated from San Francisco, and will compete for the West Coast and Caribbean trade. It is reported that most of the eighteen vessels of the Gaston, Williams and Wigmore Company, organized in New York, will be used in the trans-Pacific service.

REMINISCENCE OF EMERSON

Continued from page 349.

spare, without an ounce of superfluous flesh, a man of thrift as well as thought, he typified in his own person that ruggedness that savored of the wood and the field and lent the charm of freshness and originality to what he said. I heard him lecture often and few speakers held their audiences more completely. Probably the last occasion in which he appeared publicly was in an address to the school children of Boston on graduation day, when I was present.

But the occasion was a pitiful rather than a joyous one. He was so feeble that he could hardly be heard ten feet from the platform and his appearance was indicative of the flickering light of that torch which in previous years had illumined the spiritual and intellectual pathway of so many throughout the English-speaking world.

Emerson said of Carlyle, whom he counted among his friends: "One needs more than a pleasant address and a letter of introduction to know Carlyle." The statement is equally applicable to Emerson himself.

The last time I saw Emerson was in the streets of Boston when he hardly seemed to know his way about. The great intellect that had been a beacon light for so many other minds had burned low, and it was not long after that eclipse overtook it and he passed to the great beyond.

We may praise or condemn the sentiments permeating his poetry and prose, both rich in their suggestiveness, but like the brilliant constellations above, the eternal verities to which he gave expression will pass to future generations undimmed in their glory.

ACHIEVEMENTS AT MUNHALL

One of many highly suggestive plans that have come to our attention and deserve emphasis is that of Charles R. Stone of Munhall, Pennsylvania, who uses the manifold-sheets to the great profit of teachers and pupils.

We give one of the sheets which he sent out, "School Maxims," gathered by Mabel Fodness. They are worthy a place on every teacher's desk:—

Nine-tenths of happiness depends on health alone.

Conserve human health and thus enrich human life.

Blood is useless unless it circulates.

Drink pure water and plenty of it.

The noblest motive is the public good.

A natural law is a moral principle.

What shall it profit a child if he shall gain the whole world of knowledge and lose his own health?

Keep your windows open winter and summer, day and night.

To cure is the voice of the past, to prevent the divine whisper of today.

Dirt and disease stick closer than brothers.

Clean schoolrooms make sanitary homes.

Dampness and darkness go hand in hand in the development of germ life.

The only night air that is injurious is last night's.

You cannot go under the wire as a real winner in life's race unless you have the physical strength to carry on your work.

The neglected cough is the chief of the season's dangers.

Health is the most desired of earthly blessings. When finally lost it cannot be purchased by uncounted millions, restored by the alienist or returned by the pulpit.

COMMERCE TEACHING IN CINCINNATI

Recent developments in the organization of the College of Commerce of the University of Cincinnati are explained in the annual report of Dean Frederick C. Hicks. During the past year a systematic canvass to enlist the support of employers has been made and arrangements completed with a number of prominent business men to give their employees the opportunity to attend the afternoon and evening classes. It is necessary for employers to allow their employees to leave work not later than 4.30 p. m. on the days when classes meet. There are 170 men and twenty-six women availing themselves of the opportunities given by the College of Commerce.

Dean Hicks says: "One of the most important phases of our policy is the establishment of a close relation between the college and the business community. Such a relation is, of course, indispensable to the fulfillment of the functions of any college of commerce, but special conditions here render this of exceptional importance. It is a fundamental feature of our plan that the students of the College of Commerce shall be actively engaged in business while pursuing their studies. The method now being tried to secure this combination of theory and practice is to place the class work of the college in the late afternoon and evening, so that students may spend the major part of each day in their several business positions."

Another characteristic of the working of the College of Commerce is the systematic study of business practice, which is required of candidates for graduation. In furtherance of this plan the students are required to prepare weekly reports on the various phases of the occupations in which they are engaged. The subjects covered include the student's own relation to the business, its nature and organization, its relation to other businesses, and its place in trade, both domestic and international. It is confidently expected that such work systematically pursued will not only give to the student a larger appreciation of the business activities, but will also develop in him habits of study and investigation which will prove of great value to him throughout his business career.

General "liberal" training is not omitted from the course. Candidates for degrees must complete a pre-commercial course consisting of English composition, economics, economic history, money and banking, transportation, commercial geography, statistics, ethics, business psychology and mathematics.

HOME PROJECTS

BY S. G. RUBINOW

Agricultural and Mechanical College of Texas, Department of Agricultural Education

A Home Project is simply the carrying out of a part of the school work at home, on the farm, under the general supervision of the teacher, the parents, and the local agents of the A. and M. College and the United States Department of Agriculture. A Home Project may be any phase of agricultural work in which the boy and girl are interested and concerning which they already know something in an elementary way. The raising of a dairy or beef calf, the cultivation of an acre of corn, the raising of a litter of pigs, or the fattening of a hog, the application of various fertilizers, the growing of a tenth of an acre of truck, the construction of a poultry house, the planting and care of a flower garden, all are illustrations of Home Projects.

The type of Home Project to be selected should depend upon the character of the locality in which the school is situated, the particular things in which the boys and girls are interested, and the grades in which the pupils are enrolled. The Home Project should be typical of the community and its agricultural problems. The lower grades should begin with small, easy projects, the more difficult and complex types of work developing with the higher grades.

Records must be kept in this work; in fact the value of the work depends largely upon the accuracy of the records from which the pupil can draw conclusions and determine results. It is expected that the teachers of agriculture, with whom this department co-operates, will develop the initiative of giving actual school credits for this work done at home, either toward graduation, or by increased standing in classroom.

The credit will be left to the judgment of the teacher. We suggest the following: In high school work, home projects may carry a half unit of credit, two hours of work spent on the project equaling one recitation, assuming, of course, that the proper reports are submitted, and definite reading accomplished. In grade work, where home projects are made a part of the class work, a valuation of ten per cent. may be given for this work, done at home.

A HEN'S INTELLIGENCE

A story that came our way at the state meetings in November which was vouched for by the story teller was this: A boy's father was saying with much disgust that you cannot teach a hen anything. "She simply cannot learn anything."

"Can't she learn as much as a rooster?" asked the lad.

AN INTERESTING CASE

Journal of Education:—

Dear Sirs: An interesting case has just been tested out in the courts of Plymouth County. Perhaps you would like to make some reference to it in some issue of the Journal.

In Massachusetts we have a law which says that a child shall not be admitted to the public schools except upon presentation of a certificate of vaccination, or a certificate, granted for cause stated therein, signed by a regular practicing physician, that he is not a fit subject to vaccination.

The local board of health ruled that certificates of unfitness shall be valid for one year only. A pupil unfit for vaccination last year may this year be in fit condition.

One, John J. Lannin, maintained that the local board of health had no right so to interpret the state law, and sent his children to school without the certificates of either vaccination or unfitness. They were refused admission on September 23, 1915. He did not send them to school or provide other instruction for them after that date. He was taken before the Second District Court, at Abington, Massachusetts, for not keeping his children in school. The judge's decision was to the effect that the board of health and school authorities had acted within their authority, the regulation was reasonable, and that he (J. J. Lannin) should comply with the same.

The case was appealed, and came up in the superior court held at Plymouth, which adjourned on March 3, 1916. The jury's verdict was "guilty." No fine was imposed, but the defendant agreed that the regulation was reasonable and that he would comply with it.

Very truly yours,

S. M. Haines,
Superintendent.

Rockland, Mass.

March 6, 1916.

DANCING IN THE HIGH SCHOOL

Editor Journal of Education:—

Dear Sir:—I read the article in the November 25 issue of the Journal of Education, on "Dancing in High School," etc. I am not one of the leading educators of the country, only an ordinary school teacher. Yet, because of my deep interest in the welfare of the rising generations and my strong conviction, I venture to offer my views upon this subject.

It seems to me the question turns on this point: Can the public school, which stands for good morals, safely endorse an amusement that is generally recognized as questionable and very dangerous at that? It certainly is not conducive to high morals and though it may be "a leading form of amusement" in some "good society," it is not in all good society, and this does not argue in its favor. Because the social glass of wine and stronger drink is still in vogue in some good (?) society, shall we teach the school children to do the same, and place our stamp of approval upon it? People in good society are subject to temptations as well as others if the temptation is put in their way, and we know that many young persons from good families have fallen when placed in the way of temptation. Shall we thus encourage them and then point the finger of scorn at the weak and erring and thrust them out saying: "Why did you yield to the temptation?"

To say that "the majority of people approve of dancing" (if that is a correct statement) does not make it right for the school to sanction it. Because the majority of people at one time approved of drinking intoxicants, and in some localities the majority still favor it, should we, in the light of our present knowledge, accept that as conclusive evidence that it is right? "Wide

is the gate and broad is the way that leadeth to destruction and many there be that go in thereat." It is through the persistent efforts of the minority that the public opinion of the majority has been rightly changed and standards of right have moved forward. We have found that the only correct regulation of an evil is its prevention or prohibition. Shall we teach smoking and chewing tobacco in the high school because the majority of men use it and thereby favor its use? As boys will learn to smoke and chew anyway "let us teach them to do it in the latest approved methods and under the supervision of the teachers" (many of whom, be it said to their shame, are already slaves to the weed. Shall we teach card playing in school for the same reasons? Some boys will play cards anyway and they will gamble, so why not endorse it and teach them to gamble right? To say that "dancing will probably go on somewhere anyway, and it is better to be done where teachers and parents may participate," is like legalizing the liquor business because some *will* drink.

It seems to me the public school would better go cautiously in putting its stamp of approval on such dangerous and questionable amusements. Are you sure that boys and girls having learned to dance under the supervision of the school will not dance at other places as well, without chaperons? Then who is responsible? Did the boy who learned to drink in "good society" always pass by the saloon instead of entering? The future generations, when they have discarded the dance as too dangerous to good morals to be indulged in, will rise up in judgment against the present generation who have sanctioned, nourished and perpetuated it.

I thoroughly believe in wholesome recreation and believe the schools should provide such, but there are other forms of recreation more elevating and less demoralizing to the young people. I heartily endorse Dr. W. T. Crafts' article, for he speaks as one who knows the results.

Yours in the interests of education,
Florence I. Wolfe.

Colliers, West Virginia.

BRIGHT BOY

A Mr. *Shepard* was calling on a lady the other evening. He had been playing with her little boy just before bedtime. After the little fellow had been in bed for a while he called for his mother, and when she went in to see what he wanted, he said: "Isn't it awful dark out? Will the wolves get that man's sheep if he does not go home?"

Evidently he knew what a shepherd is.

O. U.

A PARCEL POST JOKER

(From the Associated News.)

"I want to give a little of my experience in sending photographs by parcel post. Some time ago I took a package of photographs weighing two and one-half pounds to the postoffice to be mailed in the first zone. They told me that it would cost twenty-two cents. I then asked what it would cost by parcel post if there were four pounds of it and they said eight cents.

"So I went back to the studio and put one and one-half pounds of boards by the side of the pictures and mailed them for eight cents. Since then, whenever I have two pounds or more of photographs to mail, I just put enough boards around them to make them weigh four pounds, and I find that I get well paid for the scrap lumber used. If all the photographers were to adopt the same method the Postoffice Department would surely get wise to the fact that they were carrying much more weight than is necessary and for less money."

BOOK TABLE

- EXPERIMENTAL PHYSICS:** Cambridge Physics Series, a Textbook of Mechanics, Heat, Sound and Light. By Harold A. Wilson, Cambridge, England. Cloth. 405 pp. (5x8.) Price, \$2.50.
- AN INTRODUCTION TO APPLIED MECHANICS.** By Ewart S. Andrews. Cloth. 316 pp. (5x8.) Price, \$1.10.
- New York: G. P. Putnam's Sons, and Cambridge, England: University Press.

Here are two books of surpassing merit. They are scientific to the highest degree and they are equally superior from a working standpoint.

"Experimental Physics" is for use in connection with course of experimental lectures on mechanics, properties of matter, heat, sound and light. While previous knowledge of physics is assumed, the book is primarily intended for first year college course, and the majority of the students attending such a course have studied elementary physics at school. The writer has presented fundamental principles clearly and accurately. He has left out everything not of fundamental importance. It is important for the student to learn some facts and to understand some methods and fundamental principles; if he learns nothing about certain phenomena no harm is done and he can make up the deficiency in his knowledge at a later date if necessary. The kind of textbook which contains a little about everything does more harm than good, is the author's theory. He has taken care not to discuss questions which cannot be treated adequately in an elementary way and has avoided stating formulae without proving them. A few experiments are rather fully described in nearly every chapter.

The "Introduction to Applied Mechanics" has been prepared and published because many engineering and architectural teachers have found that applied mechanics is not an easy subject to teach, and most students have discovered that it is a difficult subject to understand. Mr. Andrews thinks the reason for this lies largely in the fact that the treatment of the older form of textbook was too much that of applied mathematics—a kind of exercise ground for algebraic manipulation—and that many of the more modern books that have attempted to remedy this weakness have given too much engineering application of the principles of mechanics without sufficient explanation of those principles.

The aim of his book is to present the elementary principles of mechanics in accurate though clear terms and to show the application of those principles to the simpler problems arising in engineering and architectural applications. The general treatment is based more upon graphical conceptions than upon purely mathematical analysis because he thinks that the mind of the engineering student reasons more clearly from diagrams than from symbols.

- PLANE AND SOLID GEOMETRY.** By Webster Wells and Walter W. Hart. Boston: D. C. Heath & Co. Cloth. Illustrated with diagrams. 467 pp. Price, \$1.30.

Mr. Wells, one of the authors of D. C. Heath & Company's new Plane and Solid Geometry, is well known as author of a series of mathematical textbooks; Mr. Hart, the other author, is assistant professor of mathematics at the University of Wisconsin.

This book is characterized by the same pedagogical insight and experience and the same spirit of progress that have made the Wells and Hart Algebras popular. The Geometry begins easily and with practical matters. It continues by the development of a minimum course of surpassing clearness and utility. It ends by offering a maximum course that adequately meets the most rigorous demands now made upon secondary school mathematics.

In Book I preparatory exercises of a novel sort are employed to teach in a concrete manner the meaning of a theorem about to be proved deductively. The definitions are in accord with the best modern doctrine and are consistent. The original exercises are numerous. These begin with "one-step" exercises, followed by "two-step" exercises. This unusual grading is a sound device for teaching pupils how to solve original exercises. There are also numerous exercises to emphasize the definitions, axioms, postulates, theorems, and also to show the practical applications of geometry. Care has been taken to provide such exercises as pupils can readily solve and to have them sufficient in number, interesting and properly graded. The uses of geometry in the trades and in design are given considerable attention.

EDUCATION AND SOCIAL PROGRESS. By Alexander Morgan, principal of the Provincial Training College, Edinburgh, Scotland. New York: Longmans, Green & Co. Cloth. 352 pp. Price, \$1.20, net.

In his "Education and Social Progress" Dr. Morgan does not place exaggerated hopes on education; he does not look to education alone to bring about the social millennium. But he feels that public education can do more than any other agency to remedy social ills; because nearly every moral and social movement of the day is setting towards education. The teacher, he says, should be dominated by a spirit of social service. Nearly the whole field of the teacher's activity in this line he discusses in clear and scholarly manner.

Coming from an English writer, the chapter in which he touches on "After the War—What?" is interesting. "It is the children at present being educated in the schools who will bring to fruition in the next generation the possibilities of the coming peace," he concludes.

HISTORY OF EDUCATION IN IOWA. By Clarence Ray Aurner. Volume III. Published at Iowa City, Iowa, by the State Historical Society of Iowa.

In connection with Volumes I and II we spoke in exuberant praise editorially of the great service rendered the cause of education nationally by the preparation with such exhaustive research and literary care of so complete a history of the education of a state. It is a work that has been done for no other state with such completeness as is here done. This volume is confined to a study of secondary education, and we doubt if a better study of the kind will be made of any state. The author is evidently troubled, somewhat, because he has not a better account to give of the public high school, which has come in most cases in an unorthodox way, but this gives an opportunity to reveal in a relatively brief period the story of the incorporated academy, the unincorporated academy, institutions for special instruction as in private normal schools, sectarian secondary schools and ultimately of the free public high school in its best estate.

MEANS AND METHODS OF AGRICULTURAL EDUCATION. By Albert Leake. Hart, Schaffner and Marx Prize Essay in Economics. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 273 pp. Price, \$2.00, net.

This volume won a \$500-prize in a contest in which any resident of the United States or Canada could compete. It is a clear and reliable historical study of what has been going on in rural improvement, in school and out, in all progressive countries for fifty years. Knowing that he was competing for a prize he inevitably made a book that was complete in its scope, reliable as to facts, clear in statement, attractive in presentation. The wonder is not that he won the \$500 prize, but that he missed the first prize of \$1,000. We can think of no phase of the subject that he has not treated, and in no instance do we have the slightest feeling of incompleteness as to fact, description, explanation or inspiration. In intensity it is as satisfactory as in its scope. The feeling from first to last is one of satisfaction with every phase of the work.

THE STORY OF YOUNG ABRAHAM LINCOLN.

By Wayne Whipple. Philadelphia: Henry Altemus Company. Cloth. Illustrated. 226 pp. Price, 75 cents.

The observance of Lincoln's birthday this year was marked, as it is increasingly every year, by emphasis on his humble origin, and on the unappreciated possibilities of others with humble origins. This book will show children that the road of opportunity ran by his wilderness home; and it will show that the road of opportunity should run by the homes of all American children. The story is told by Wayne Whipple in a way to grip the attention of young readers. They will see that no boy who ever became famous had fewer chances than Lincoln. The story shows how he became famous.

HANDBOOK OF ATHLETIC GAMES. By Jessie H. Bancroft and W. D. Pulvermacher. New York: The Macmillan Company. Cloth. Illustrated. 614 pp. Price, \$1.50.

This handbook of athletic games is for players, instructors and spectators alike. It sets forth both description and the actual playing rules of the games. In Part I fifteen leading games are arranged in alphabetical order and described and discussed. All the popular American and European games are included. In Part II track and field games and running are described,

running and walking races, jumping and vaulting and rowing races. Both the authors are equipped for preparing such a book by experience in public school athletic work. The volume is handy, being printed on thin paper, with large, clear type. It has, in fact, all the qualifications of a standard guide for schools, playgrounds and camps.

AN INTRODUCTION TO THE ECONOMIC HISTORY OF ENGLAND. By E. Lipson, M. A. (Trinity College, Cambridge). I. The Middle Ages. New York: The Macmillan Company. Cloth. 552 pp. Price, \$2.50.

This is a new and comprehensive treatment of mediæval English Economic History in the light of the evidence afforded by a thorough study of original sources newly become available, such as the Patent Rolls, town records, Letter-Books of London, etc. Each topic that played a part in England's economic development is treated as an entity, but the general continuity of economic progress is not lost sight of. Beginning with "The Origin of the Manor," the author takes up in turn "The Manor and the Open Field System," "The Break-up of the Manor," "The Agrarian Revolution," "The Growth of Towns," "Fairs and Markets," "The Guild Merchant," "Craft Guilds," "The Woolen Industry," "Foreign Trade," and "Revenue and Exchequer."

The text is readable and meaty. References are placed at the foot of the page, and in addition a comprehensive bibliography of authorities is appended, together with an index. A running commentary in the form of a marginal gloss indicates the argument of the text.

Mr. Lipson has performed creditably a task that needed to be done. We shall await with interest the appearance of the succeeding volume or volumes on modern English economic history.

DEUTSCHE ANEKDOTEN. By Lilian L. Strøbe (Vassar College). Boston: D. C. Heath & Co. Paper. 38 pp. Price, 15 cents.

This is a collection of fifty-nine short anecdotes compiled with a view to the conversational needs of beginners' classes in German. The stories are interesting, pointed and reasonably humorous. The pamphlet is notably inexpensive and contains a great deal of practical conversational material—points which should commend it to the attention of German teachers generally.

DRAMATIZED SCENES FROM AMERICAN HISTORY. By Augusta Stevenson. Illustrated by Frank T. Merrill. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 300 pp. Price, 60 cents.

No school will ever forget any of these incidents in American history after he has taken part in one of these dramatizations, has seen it dramatized, or has taken a part in the class reading of it as here presented. The seven historical incidents which are given a setting here are "The Settlement at Jamestown," "The Puritans of Scrooby," "The Pilgrims on Their Journeys," "Descendants of the Pilgrims," "The First Continental Congress," "The Declaration of Independence" and "Washington, the Man Who Bore the Burden."

PROBLEMS IN FARM WOOD WORK. For Agricultural Schools, High Schools, Industrial Schools and Country Schools. By Samuel A. Blackburn. Peoria, Illinois: Manual Arts Press. Cloth. 10x6. Price, \$1.00.

This is by far the most elaborate, practical, sensible, and scientifically developed aid in adapting manual training to farm uses. It is simple enough for the most rural school and scientific enough for an institute of technology. We have never seen any other successful attempt to present for school use a book as well adapted to an agricultural college as to a one-room country school.

There are eighty problems for the shop, for the poultry yard, for seed corn care, for the home and barn yard, for the house, for the garden, for farm stock, for bee raising, for concrete forms and many miscellaneous problems.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MARCH.

30-31: Central Education Association, Ellendale, North Dakota. T. S. Bjornson, La Moure, N. D., secretary.

31-April 1: Brown University Teachers' Association, Brown University, Providence. Walter Ballou Jacobs, secretary.

APRIL.

6-8: Alabama Educational Association, Birmingham. W. C. Griggs, Gadsden, Ala., secretary.

6-8: Arkansas State Teachers' Association, Little Rock, Ark. Superintendent W. E. Laseter, England, Ark., secretary.

6-8: West-Central Nebraska Teachers' Association, North Platte. Superintendent Wilson Tout, North Platte, president; Superintendent Aileen Gantt, Lincoln County, secretary.

12-15: Schoolmen's Week, University of Pennsylvania, Philadelphia. Professor Harlan Updegraff, University of Pennsylvania, chairman.

13-15: Louisiana Teachers' Association, Lake Charles, La.

13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.

16-20: Southern Conference for Education and Industry, New Orleans, La.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.

20-22: Eastern Arts and Manual Training Teachers' Association. Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

21-22: Georgia Teachers' Association, Macon.

21-22: Wisconsin Superintendents and Supervising Principals' Association. Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

3-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

OCTOBER.

20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

10-11: New England Association of Colleges and Secondary Schools, Walter Ballou Jacobs, secretary.

16-18: Missouri State Teachers' Association. St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

WATERTOWN. Frank W. Whitney, for the last nineteen years principal of the high school here, has announced that he will resign his position in June. He was for ten years principal of the Dover, N. H., High School. It is understood that he will retire from school work.

CAMBRIDGE. Democracy of discipline in Bay State schools was urged by Wilson L. Gill of Philadelphia, who introduced "school republics" in Cuba during the American occupation, at the annual conference of presidents of the local teachers' clubs composing the Massachusetts Teachers' Federation at Riverbank Court, March 18.

Mrs. G. W. Perkins, president of the Massachusetts Federation of Women's Clubs, the other speaker, showed how the welfare of the home and children has come more and more to engage the attention of women's clubs.

Reports in considerable detail were received from the teachers' clubs of Boston, Cambridge, Chelsea, Fall River, Fitchburg, Gloucester, Lawrence, Lowell, Lynn, Marlboro, Melrose, Methuen, Milton, New Bedford, Newton, North Adams, Peabody, Quincy, Reading, Revere, Salem, Saugus, Stoneham, Taunton, Watertown, Williamstown, Winthrop, Worcester. It was shown that while some of these associations try to emphasize the recreational side of their meetings others aim to have their activities of a distinctly professional and educational character. Many of the clubs have adopted a model constitution prepared by a committee of the Federation.

BOSTON. The annual meeting of the Teachers' Annuity Guild, of Massachusetts, held in Chipman Hall, Tremont Temple, March 11, was attended by about 100 members. President Henry H. Harris was in the chair.

The report of the treasurer, Elmer Case, showed a balance on hand of \$233,287.54, an increase of nearly \$8,000 over that of December 31, 1915.

The secretary, George M. Wadsworth, read an interesting paper on "The Beginnings of the Teachers' Annuity Guild," telling how through the efforts of ten men the Guild was formed in 1893. Of the officers chosen at that time, four served continuously until the year 1915, when three of the number, William F. Bradbury, of this city, Eugene D. Russell, of Lynn, and Gordon A. Southworth, of Somerville, were removed by death. Of the founders of the Guild, but two survive,

George M. Wadsworth, who has served as secretary since the formation of the Guild, and Bradford W. Drake, of Waltham.

Resolutions were passed expressing grateful appreciation of the services of the officers and the trustee who have died within the year: Gordon A. Southworth, Eugene D. Russell, Charles W. Morey and Lydia J. Cranston. A vote of thanks was given to Mr. Wadsworth and Mr. Drake for their untiring services.

Miss Bacon reported for the committee on the good of the order, that plans had been made for more extended advertising of the Guild. It is hoped that persons of means may be influenced to make bequests to this most worthy cause. Several branches have made generous contributions to the permanent fund during the year, that from Cambridge being one of the largest.

Attention was called to the fact that the pensions paid by the state are so small (\$300), that the additional amount received from the Annuity Guild is needed to enable a retired teacher to live in comfort. As the state fails to provide for those forced to retire through disability, the annuities received by such teachers of the Guild are of inestimable value. At the quarterly business meeting of the board of trustees, March 18, eight members were placed on the retirement list, five of that number for disability. The following officers were elected: Henry H. Harris, president, Lowell; Bradford W. Drake, first vice-president, Waltham; George M. Hosmer, second vice-president, Somerville; George M. Wadsworth, recording secretary; George M. Wadsworth, financial secretary, Somerville; Elmer Case, treasurer, Brookline; Belle F. Batchelder was elected as trustee from Lowell.

NEW HAMPSHIRE.

HANOVER. The Dartmouth summer session for 1916 provides a faculty of thirty, offering sixty courses. Important additions to the curriculum are: Public speaking, a course for teachers, designed to aid them in their own oral English and in training pupils to speak clearly; physiology, an elementary course for teachers, which will be of special value to the students in the physical education courses; advanced Spanish, a second-year course in conversation and grammar; biology, a study of the fauna of Hanover, including daily laboratory or field work, designed to aid students of nature and teachers of natural science. The following courses have not been offered at Dartmouth in recent summers: Latin, a review course in Livy, particularly for high school teachers; archaeology, an introductory lecture course, which will be of special interest to Latin and ancient history teachers; American history, two courses including the early and modern periods in our history; physics,

courses designed for teachers who desire a review of physics and also for those needing an elementary course in general physics, with or without laboratory experiments; sociology, an advanced course presenting the modern problems of social life, and an elementary course considering community life.

The course for superintendents taught by Mr. Wadsworth and Mr. Edson will meet twice daily, for an intensive, practical consideration of supervisory problems. The high school administration course is designed to aid principals and teachers, while grade school teachers are provided for in Superintendent Bliss's course in elementary school methods. Educational psychology and the philosophy of education are both treated in "The Principles of Education"; the historical course stresses modern developments and problems.

In addition to the courses already mentioned, six short courses will be offered in the teaching of secondary school English, composition, history, civics, chemistry and physics. In his course on the reorganization of secondary school mathematics, Professor Young will consider modern criticisms and will formulate the basic principles and methods in teaching mathematics.

MIDDLE ATLANTIC STATES.

NEW YORK

NEW YORK CITY. New York University maintains an art department in its summer school which is unique. Last year over 150 students applied for the courses which are given under the direction of Dr. Haney, but in the summer of 1916 the university has determined to admit only 120 students.

The university has but one instructor in its art department. This is James P. Haney, director of art in the high schools of New York City. Dr. Haney gives both the lectures and the studio practice, but has so arranged his courses that four separate divisions are presented in four succeeding years. The work in each division is completed in a three-weeks' summer session, but the students, by working six hours a day, partly in the studio, are able in the three weeks to do work equivalent to three full winter courses.

In the four summers which are required to complete the course, Dr. Haney takes up all phases of drawing teaching and supervision, beside many practical problems in design. During the session of 1916 he presents one course not before offered. This is termed "Demonstration Drawing." Of it, Dr. Haney says: "It will prepare the students to make all kinds of large drawings before classes or public audiences. Many media will be employed: paint, chalk and pencil. The students will be taught to memorize forms and to reproduce these with ease on large cartoons of paper. The secret of this work is chiefly in the visualizing of the image. This secret, it is believed, every student can learn. Once learned it offers the demonstrator great advantage in enabling him to draw at will any mental image which rises before him."

The second division of the summer art work deals with the teaching of design. In this practice Dr. Haney employs the methods which he has

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developed in the famous Washington Irving High School, where the students learn to create motifs from all kinds of natural forms, including shells, birds, butterflies and the like. The work is done with the use of tempera. This permits brilliant results in color. So interesting has the professional art world found this work that several art magazines have recently reproduced the designs made by the high school pupils trained under this method.

PENNSYLVANIA.
PHILADELPHIA. Schoolmen's

Week, the annual conference of schoolmen at the University of Pennsylvania, will be held this year April 12 to 15. The committee has prepared an unusually interesting and helpful program, and there is every indication that the high standard set by the conference of last year will be fully maintained at the coming conference.

Topics of interest to city superintendents and county superintendents, high school teachers and elementary teachers will be discussed. Among the distinguished educators whose names appear on the program

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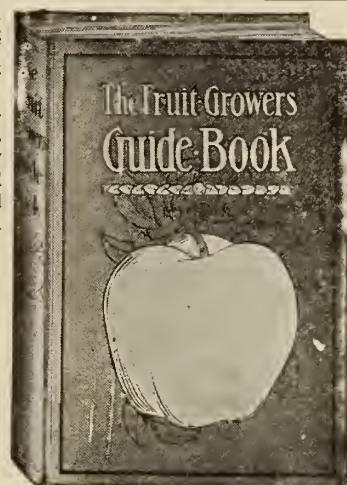
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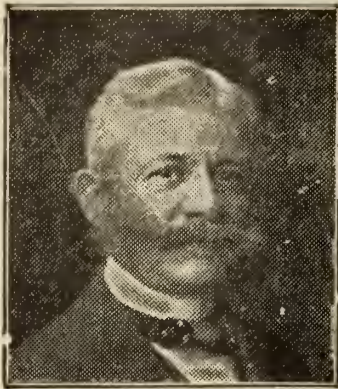
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are Dean James E. Russell and Professor George D. Strayer, Teachers' College, Columbia University; Professor E. P. Cubberley, Leland Stanford University; Dean Lotus D. Coffman, College of Education, University of Minnesota, and Dr. Lida B. Earhart, of the New York City Schools. Each evening there will be a general meeting, with addresses by prominent men, and the entire program has been arranged in such a way as to combine interest and inspiration with discussions from the practical, scientific standpoint.

Replying to Congressman John R. K. Scott's letter asking his opinion on military training in public schools, Superintendent John P. Garber wrote in part: "I do not believe that a direct and compulsory military training should be introduced into our public schools. In my judgment, military training is a very technical matter and represents only a small part of what the schools should be doing in the way of preparation for American citizenship. Our best work in training young people for this citizenship is accomplished if we make them as physically fit as possible, not only for ready training for defence, but also for contributing in full measure to the economic, civic and social welfare of the state. Rifle practice, summer camps for experience in out-of-door life, trench digging and military evolution and all such things, I believe, should be entirely voluntary."

He further declared that the public schools are the people's schools, representing all types of interests and beliefs, and therefore should not enter upon the more technical lines of military training that would be offensive to many patrons of the schools who have conscientious scruples in the matter.

Congressman Scott addressed his inquiry to all the superintendents in the state.

PITTSBURGH. Four educational associations met here last week: The Association of Secondary Schools, of the Upper Ohio Valley; the Classical Association of Pittsburgh and vicinity; the Principals' Round Table, of Allegheny County, and the Pennsylvania Schoolmasters' Club. This group of meetings brought leaders from all over the state.

SOUTHERN STATES.

GEORGIA.

SAVANNAH. State Superintendent M. L. Brittain, after an earnest and exhaustive study of the illiteracy problem throughout Georgia, has issued a circular giving frank figures on the situation. The percentage of illiteracy he reports for some counties is astonishingly high, running up to within three-tenths of one per cent. of half illiterate in one instance. In seven counties the percentage of illiteracy is more than forty, according to the figures.

Mr. Brittain concludes with a plea for a concerted campaign for better educational advantages.

NORTH CAROLINA.

GASTONIA. Sixteen drinking fountains, the same number of lavatories, seventeen classrooms, boys' and girls' classrooms, a library and lockers for all pupils are part of the equipment for Gastonia's new \$65,000 public school. Before plans were finally decided on Superintendent Joe S. Way consulted Professor L. A. Williams of the State University and officials of the United States Bureau of Education.

TENNESSEE.

HARROGATE. The popularity of commercial studies in Lincoln Memorial University at Harrogate, Tenn., is growing rapidly. Last year there were only ten students enrolled in the commercial department and instruction was given for only one and a half hours each day. Now the total enrollment has reached fifty and a whole day is devoted to instruction. Many of the commercial students do office work in the different departments in the university, and a few students pay all their way in this manner. Since the teaching force is as good as in any first-class business college and since there is excellent opportunity for those enrolled in the commercial courses to work in the offices, this department has grown to be one of the most popular in the university.

CENTRAL STATES.

INDIANA.

INDIANAPOLIS. The Shortridge Daily Echo is among the oldest of the daily high school papers of the country. It was started as a private enterprise but proved a financial failure. In 1899 it was taken over by the high school, being printed on a hand press, purchased with money loaned by the teachers. Miss Laura Donnan, at present one of the faculty censors, was chosen as censor for the paper.

The editorial department consists of a separate staff for each day in the week, each staff being under the supervision of a member of the faculty. The business management is directed by William Otto, teacher of English. The cost of publication is about \$4,500 per year. Subscriptions amount to \$800, advertising, \$1,000, and job printing the balance. The Echo Press shows a slight profit on the year's work. At present the equipment of the printing department is valued at \$10,000. It consists of one cylinder press, two job presses, and two linotypes with individual motors.

The State Board of Education at a recent meeting adopted the resolution asking the state legislature to amend the school law so that the standard for teachers is raised by providing that Class A teachers (the

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All teachers should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. J 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

beginners and those holding twelve-months' certificates) shall have at least one year of thirty-six weeks instead of twelve weeks of professional or normal school training, and that Class B teachers have at least two years of professional work. The board paid tribute to Miss Nebraska Cropsey, a former teacher in the Indianapolis schools, who died recently, as follows:—

"For almost half a century Miss Nebraska Cropsey has been one of the acknowledged educational leaders in the field of elementary education in the state of Indiana and the nation. The State Board of Education desires to pay its tribute of respect and appreciation to the worth of her splendid life of gentleness, faithfulness and efficient personal service to the pupils and teachers in the public schools of Indiana."

Educators will join with social workers at the forty-third annual meeting of the National Conference of Charities and Correction in Indianapolis, May 10 to 17, in considering what both can do toward solving the problem of giving children the most effective education and training possible. Ground that is comparatively new for the conference will be covered by the section on children, of which Miss Julia C. Lathrop, chief of the Federal Children's Bureau, is the chairman. The entire program of the section will be devoted to the relation between the schools and the workers in the field of charity and correction.

John H. Finley, New York commissioner of education, and Mrs. Florence Kelley, general secretary of the National Consumers' League, will discuss in this connection the question: "How Can Social Agencies Promote the Effectiveness of the Public Schools?" William Wirt, superintendent of schools of Gary, Indiana, will give an address on the social bearings of the Gary plan.

The most effective development of the school centre will occupy a large part of the program. Dr. Philander P. Claxton, United States commissioner of education, will lead the discussion, speaking on the school centre both in the city and in the country.

Advances in vocational guidance will also be considered. Miss Anna Herkner of the Maryland Bureau of Statistics and Information, Baltimore, will give her views and experience on "Steering the Child into Work." The aid which the social worker can give in bridging the gap between the school and profitable employment will be taken up in this connection.

A broad field of community problems will be covered by eight other sections of the conference. That on the family and the community will take up the co-ordination of civic effort in small communities. In its general session it will consider conditions adverse to efficient public work under democratic government.

Sections on health, on feeble-mindedness and insanity, and on inebriety will go into the relation of mental and physical factors in bad social conditions. A section on unemployment will examine into the degree to which social workers are prepared for the next period of stress. Graham Romeyn Taylor, of The Survey, is in charge of a section on the promotion of social pro-

grams in which representatives of labor, business men, editors and public officials will give their ideas on the relation of social workers' programs to the community in general.

The growing tendency to put relief work in the hands of public agencies will occupy much of the attention of a section on public and private charities. Problems connected with the organization and administration of charity work and the keeping of proper records will also be discussed.

The conference will be opened on the evening of May 10 with an address by the president, Father Francis H. Gavisk, in which the keynote of the entire gathering will be struck, and also a talk of exceptional public interest by Ernest P. Bicknell, director of civilian relief of the American Red Cross.

ILLINOIS.

BRIGHTON. Fifty boys in and near Brighton will have an opportunity given by the First National Bank of Brighton to earn some money easily and at the same time learn something of stock breeding.

Thomas Chamberlain, cashier, will go to Wisconsin and buy fifty Holstein heifers. They will be brought here and distributed among the boys, their parents going security for the animals. The heifers will be bred, and the next fall they will be sold at auction. All the money in excess of forty dollars that the animals bring will be given to the boys who have cared for them. The bank figures that this will also have a good effect on the grade of milch cows in that neighborhood.

SOUTH DAKOTA.

ABERDEEN. A recital was given here last week by piano students under Professor Ivor A. Thomas of the Northern Normal School. A large audience showed its appreciation of the splendid work of the pupils.

WISCONSIN.

MARINETTE. Few counties in the country have the educational enthusiasm or equipment that Marinette has for its county managed schools. The patrons as well as outsiders were surprised to discover the remarkable development of practical rural schools in their county. But they are nowadays keeping closely in touch with the school activities for they are interested.

It is doubtful if a metropolitan daily ever gave such a fair and elaborate display of school news as the Marinette Eagle-Star gave in a six-page section last month. There were fifty-one excellent cuts illustrating the text.

Mrs. Gertrude Schwittay is county superintendent. There are four high schools in the county. Nearly every school building in the county is a social centre.

MADISON. Plans have been submitted for a new high school building at Antigo to cost \$75,000 to accommodate 500 pupils. This building is built on the one-story plan, which costs somewhat less than a two-story building. The plans for the building include a large auditorium, gymnasium, domestic science, manual training and commercial classrooms and plenty of recita-

SCHOOLS and COLLEGES

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STATE NORMAL SCHOOL, Salem, Massachusetts. Coeducational. Department for the pedagogical and technical training of teachers of the commercial subjects. J. Ashbury Pittman, Principal.

tion rooms for the academic studies.

Shawano is to be on the educational map with one of the finest high schools in the state. \$100,000 was voted recently with but fourteen dissenting votes. The Shawano high school will also have a one-story building on somewhat the same plan as the new Antigo High School.

Other towns which are planning high school buildings are Osseo, which is planning a building to cost \$65,000, and Mukwonago. The \$40,000 building at Fall River is nearly completed and a \$50,000 building at Lodi on a high elevation was occupied for the first time the early part of 1916. Bangor also plans a new high school to cost \$70,000.

The extent to which school building activities are being carried on in the state of Wisconsin may be shown by the fact that applications for building loans to a total of three-quarters of a million dollars have been received at the state department of public instruction. These applications come under the statutes providing for loaning state money to districts to the extent of five per cent. of the total assessed valuation for school building purposes.

SOUTHWESTERN STATES.

CALIFORNIA.

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ments is the fact that the general conduct and courtesy of the student body is almost above reproach in any particular.

A complete newspaper of considerable size, entitled the Oak Leaf, is issued six times during the term, and is the work of these pupils. The "Acorn," an ambitious and high class book containing stories, essays, humor and class data, and which is filled with beautiful original drawings and photos, is produced by the seniors about the time of graduation.

NORTHWESTERN STATES.

OREGON.

HAMILTON. Professor Marvin S. Pittman of the State Normal School, McMouth, has made a careful study of twenty elementary and four high schools of Grant County under arrangements made by County Superintendent W. W. Austin. We give some of the suggestions by Mr. Pittman after specific commendation:—

"The sanitary and wholesome condition of the school toilets is becoming the pride of the Oregon rural schools. The vile and filthy condition of the school toilets which

has so long and so universally prevailed is becoming a thing of the past. This is due to a campaign of education which has been waged upon this subject. The improvement has come not by criticism but by encouragement. This matter will be greatly facilitated by installing urinal troughs in all of the boys' toilets, thereby making it possible to keep the toilet seats dry. Screens should be placed before all of the toilet doors. This can be done at little cost. Then some boy should be appointed health officer in every school to look after the toilets and see that they are kept free from marks and in perfect condition.

"Consolidation of rural schools is one of the modern movements which is doing much to add to rural school efficiency and to aid in the 'stay on the farm' campaign. Consolidation makes efficient teaching possible; it increases community pride, gives a larger community brotherhood and makes it possible to secure and retain efficient teachers. The cost in dollars and cents is but slightly greater and the returns on the amount invested are, when properly directed, vastly more.

"It is necessary to ever bear in mind that the teacher is the heart of the school. Teachers should be encouraged to longer terms of service in the same school. This may be done by the co-operation and appreciation of the school board and patrons, and by encouraging them to self-improvement. Where teachers are good, they should be re-employed and a slight increase of salary given for the next year upon condition that they attend summer school or travel so that their efficiency will be greater. This is equally true of the county superintendent. There should then be some opportunity annually

for him to spend at least one week with some other live superintendent in his own or some other state. Just as the teacher needs to see some other teacher work, so does the superintendent need to observe the methods of some efficient superintendent. The same inspiration and help might be secured by the superintendent attending a national meeting of the superintendents which holds a session each year. The county could spend no equal amount of money which would bring to it so large a return in industrial development, in social benefit, in educational ideals and efficiency as that which it would spend in making such an opportunity for its county superintendent possible."

WASHINGTON.

SEATTLE. The Washington Educational Survey Commission and the commission created by the last legislature to investigate the financial condition of the common schools found that their fields of study overlap in some particulars.

The latter board was created by joint resolution of the House and Senate as a compromise after the bill to re-distribute the funds available under the barefoot school boy law, fathered by Representative Charles Timblin, had failed to find favor with the majority. The Timblin bill, it was shown, would deprive King County and other large units of the state of thousands of dollars annually.

Acting on the theory that this phase of the common school fund question and other financial matters merited study, the Legislature provided for a commission to investigate the situation for two years.

This board is composed of Mrs. Josephine Corliss Preston, state superintendent of public instruction; Al Helander, a member of the state bureau of inspection and supervision of public offices, State Senator Edward L. French, State Representative Mark Reed and Attorney J. T. S. Lyle of Tacoma.

Al Helander, secretary of the board, informed Victor Zednick, of the survey commission, that in his opinion the financial plans for the common schools could not very well be outlined without reference to any changes in courses of study the latter commission might decide to advocate and that for that reason joint action by the commissions would be advisable.

While the Legislature intended that the survey commission should concern itself primarily with the higher institutions of learning, it slipped into the bill a clause embracing the common schools within the purview of the survey and if the commission carries out the letter of the law it will go into the elementary and secondary schools as well.

The Week in Review

Continued from page 353.

The Oriental Alliance Steamship Company, organized in Portland, Oregon, will run eleven or more vessels between that port and the Orient. Trade with Australia is four times as great as it was a year and a half ago, and that with China, Japan and Siberia is three times as great, and this furnishes a stimulus to trans-Pacific shipping.

University of California

The experiment of holding a "Summer Assembly in Science" at the Scripps Institution for Biological Research at La Jolla, on the sea-coast near San Diego, will be tried by the University of California next summer for the first time. The purpose is to disseminate among teachers of biology and physical geography and others interested in modern science the discoveries and new points of view which are resulting from the investigations of this research department of the university and to acquaint the scientific pilgrims with the richly varied sea-life of the California Coast.

MAGAZINES

—The most notable feature of the April Century is the first instalment of "The Leatherwood God," the new serial novel by William Dean Howells. The story, laid in the backwoods of Ohio early in the last century, is that of a religious imposter who gives himself out as God—a dramatic story of old American pioneer life. Mr. Howells has been working at the book at intervals for many years, and has only recently given it its final touches.

Reports and Pamphlets

"Review of Labor Legislation of 1915." American Association for Labor Legislation, 131 East 23d street, New York City. Price, \$1.00. 820 pages.

"Annual Educational Report." Preble County, Ohio. County Superintendent W. S. Fogarty, Eaton, O. 71 pages.

"Rope and Its Uses." By A. A. Burger. Extension Department, Iowa State College of Agriculture, Ames, Ia. 48 pages.

"An American Plan for Keeping the Bible in Public Schools." By Wilbur F. Crafts. Illustrated Bible Selections Commission, 206 Pennsylvania avenue, Washington, D. C. 216 pages. Price, 6 cents.

"A Proposed Revision of School Laws." Issued by the Louisiana State Department of Education. T. H. Harris, state superintendent, Baton Rouge, La. 32 pages.

Annual Reports of School Committee and Superintendent of Schools, Barnstable, Mass., 1915. Superintendent G. H. Galger, Hyannis. 205 pages.

"Directory." Minneapolis Public Schools. Superintendent Frank E. Spaulding. 112 pages.

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THE WEEK IN REVIEW

THE TRAILING OF VILLA.

That was a daring adventure of the American punitive expedition commanded by General Pershing—the trailing of Villa and his band of desperate bandits, over waterless wastes and mountain paths, until, at a point more than 350 miles from the border, they were overtaken and routed, fleeing in wild disorder. Villa himself was severely wounded, and more than thirty of the bandits were left dead on the field. It was a flying detachment of the Seventh and Tenth cavalry which charged upon the bandits in the early morning, after being nearly twenty-four hours in the saddle. As soon as the work of the expedition is fully done, we may be sure that it will be promptly recalled; and that nothing will be done which might kindle the distrust and slumbering hostility of the Mexican people into open war.

NO TIME FOR THE YELLOW PRESS.

President Wilson's earnest warning to the various news services to refrain from giving news stories regarding this expedition the color of war, and to withhold stories of troop movements and military preparations which might be given that interpretation, and to refrain from publishing unverified rumors of unrest in Mexico was greatly needed. There are far too many journals which are wholly reckless of consequences so long as they can get scare-head material for their front pages; and, under

present conditions, such conduct might easily plunge this country into real war. It is also doubtless true, as the President states, that there are persons along the border who are actively engaged in originating and circulating the most sensational and disturbing rumors, with the deliberate intention of creating friction between the United States and the de-facto government of Mexico. In a crisis like this, such conduct falls little short of treason.

ANOTHER REVOLUTION IN EMBRYO.

The landing of General Felix Diaz in southern Mexico, at the head of a small but well-armed and financed expedition, introduces a new complication. Diaz is a nephew of the former dictator-president who sustained himself for so many years at the head of the Mexican government, and he would like to emulate his uncle, if he could. He has for some time been getting ready for this enterprise, and he has launched it at what he evidently believes to be the psychological moment. He expects to have the assistance of the state of Oaxaca, bordering the isthmus of Tehuantepec, which has never submitted to the Carranza rule, but has maintained its independence. He is not hostile to the United States, but, so far as his enterprise enfeebles the Carranza government, at this critical moment, it embarrasses the pursuit of Villa.

THE CASE OF THE SUSSEX.

The torpedoing of the steamer Sussex in the English Channel does not rank with the destruction of the

Lusitania as an ocean tragedy, but, as a violation of international law and of direct pledges it is even more serious. The Sussex was hardly more than a ferryboat, plying back and forth across the Channel in tri-weekly trips. She was entirely unarmed, and was known to be. She carried no ammunition, and no freight of any sort. She was attacked without warning on a clear day, and her captain and other officers and a number of the passengers testify to seeing the wake of a torpedo before she was struck. Among her passengers were twenty or more Americans, several of whom were injured. There can be no quibbling in this case over the nationality of the attacking submarine, for no Austrian or Turkish craft are in those waters.

IS VERDUN IMPREGNABLE?

It begins to look as if Verdun were impregnable. The German armies have been battering away at it for more than six weeks, and it is as far as ever from giving way. There have been trifling gains here and there, but usually the ground taken one day has been lost the next. The attack is now generally recognized as a failure, and a costly one. The disappointment to the German strategists is the more acute, because the movement was expected to yield results which would spread dismay among the Entente Allies, if it did not actually make them sue for peace. While these futile attacks have been in progress in the west, the Russians have been driving the Turks before them in Armenia, and the Germans on the Dniester.

Continued on page 391.

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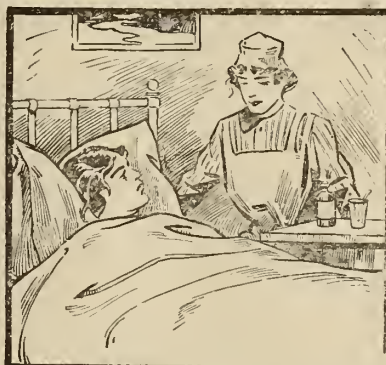
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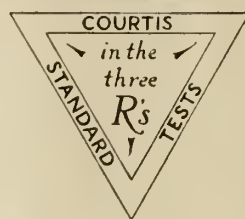
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JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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A. E. WINSHIP, Editor

CARRY THE SCHOOL TO THE HOMES

BY O. H. BENSON

United States Department of Agriculture

For a number of years the State Colleges of Agriculture have been promoting, in a very definite way, a system of extension education, and most of them have had an extension service or a department of extension education, whose business it has been to formulate systems, methods, agencies and organizations for the purpose of taking to the farmers, farmers' wives, and the boys and girls of the state, the benefits of the College of Agriculture, Experiment Station, the findings of laboratory work, and, in general, to translate the theories of textbooks and educators of these institutions into terms of common practice.

Until recently, it had not occurred to our educators that it is just as possible for the universities, normal schools, high schools and rural schools to have their extension service, and, by a well-planned and organized system, carry from these institutions to the people at large, by means of itinerant teachers, demonstrations, field meetings, business demonstrations, lectures, movable schools and the like, all of the benefits formerly available only to those who would come after it and enroll in the institution for a definite period.

It is just as easy to extend music, art, literature instruction and their values to the non-resident patrons of an institution, as it is to teach these subjects to those in the classroom, but, of course, it requires different methods, different agencies, and a thorough appreciation of the need, not only of the people who are to receive the extension instruction, but of the institution which is to extend it and thus vitalize its work and make it a more expressive servant of the people of the present day and generation.

All who have considered seriously, and in terms of life itself, the educational problems of recent years, are agreed that no school can properly serve the people, or perform its proper functions by simply confining its activities to within the four walls of the schoolroom, the laboratory or the classroom. The institutions today that are giving notable service, and that are looked upon as worthy of emulation, are the institutions which have learned that the school district or the state is its campus, that the people, both resident and non-resident, constitute its student body, and that the efficiency of an institution is now to be measured by its ability, not only to train leaders from within the institution, but to train leaders from without, and lift all the people to a higher level. The entire patronizing community, be it local, state or national in its area, should be affected.

This viewpoint contemplates two very definite systems of education. The first system is the resident, commonly known as school or college, teaching. Its methods, agencies, organizations and results, in a very large measure, are the same as they were years ago, excepting, of course, that they are adjusted to meet the needs of the times and the new conditions. The second is the extension education, which requires quite a different method, special agencies, different organizations, and the results, in a very large way, will be different from the results obtained from resident instruction at the school or college.

As a part of this work of extension education, we have what is commonly known as the Boys' and Girls' Club or Extension Work in agriculture and home economics for the boys and girls.

The best possible credit that a boy or girl may receive from club work is the education, experience, health and conservation value, together with the blessings of the out-of-doors, and the net profit on investment. It is my opinion that these credits are sufficient, as far as the boys and girls are concerned, but I believe that it will be worth while for the school to express itself in a tangible way in connection with this work. If the school can offer substantial credit or recognition in this type of extension work, it will do the school and the school curriculum more good than it will the home work and boys and girls engaged in it.

For many years we have heard the cry for a greater and more sympathetic co-operation between the home and the school. Some of our teachers have taken the viewpoint that the fault was all with the home; that the fact that the parents did not visit the school and that they expressed so little definite interest in the school and its activities was due to neglect on the part of the parents and the home, and this has led them to ask why this neglect and apparent indifference existed. Our teachers too often forget the fact that the home is not the servant of the school, but the school the servant of the home. Our educational institutions exist in the community because there are homes, and children in them; then, surely, it is the function of the school and the teacher to first seek the home.

If the school and the teacher will extend school values to the homes, farms, backyards and kitchens, by means of club project work, whether by means of corn, poultry or canning projects, it will be an easy matter to bridge the gulf now existing between the two institutions; and when

the school has thus taken the necessary step, it will not be difficult to bring the parents and people into the school, first by way of expressed interest and inquiry, and later by personal visits, helpful service and definite sympathy and co-operation.

The teacher who waits for the home to come to the school first, before the work of co-operation is started, is the teacher who will be disappointed. If there is no other reason for the creation of the Boys' and Girls' Club work than merely furnishing an agency for the building up of a co-operative spirit and condition of helpfulness and understanding between the school and the home, it will serve the community and is worth all that it costs us in money, time and leadership.

The club work of boys and girls is based upon

definite home projects. By means of group organizations of boys and girls, it will offer opportunities for the development of local leadership, reinforced educational work, and through the club plan it gives a sustaining and reinforced value to the individual members in carrying on this particular home work.

Team work is the thing that counts in all of the enterprises of life.

It is the function of the public school, together with extension workers, to train boys and girls in a way that will make co-operators, in spirit and in practice, as well as in name. I am personally more interested in the proper training of our boys and girls in co-operative effort, than I am in teaching them how to grow larger yields of corn or to make a greater net profit in pork production.

BETTER EDUCATION

BY DR. CHARLES W. ELIOT, CAMBRIDGE

President Emeritus, Harvard

America's secondary schools pay little attention to training of the senses, and provide small opportunities for acquiring any skill of the eye, ear or hand, or any acquaintance with the accurate recording and cautious reasoning which modern science prescribes.

In respect to the training of their senses, children of well-to-do parents now-a-days are often worse off than the children of the poor, because they are not called upon to perform services in the household or on the farm which give practice in accurate observation and manual dexterity.

The training of the senses should always have been a prime object in human education, at every stage from primary to professional. The prime object it has never been, and is not today.

The kind of education the modern world has inherited from ancient times was based chiefly on literature. As the result the programs of secondary schools in the United States allotted only an insignificant portion of the school time to the cultivation of the perceptive power through music and drawing; and, until lately, boys and girls in secondary schools did not have their attention directed to the fine arts by any outside or voluntary organizations.

The reason that medicine and surgery have within twenty-five years made such astonishing progress is that the practitioner, possessing senses and mental habits of naturalist, has been supplied through the progress of biological, chemical and physical science with wonderful new means of accurate diagnosis.

What has already been done in medical education needs to be done in all other forms of education, whether for trades or for professions,

whether for occupations chiefly manual or for those chiefly mental.

The changes which ought to be made immediately in the programs of American secondary schools in order to correct the glaring deficiencies of the present programs are chiefly: The introduction of more hand, ear and eye work such as drawing, carpentry, turning, music, sewing and cooking—and the giving of much more time to the sciences of observation—chemistry, physics, biology and geography—not political, but geological and ethnographical geography.

These sciences should be taught in the most concrete manner possible—that is, in laboratories with ample experimenting done by the individual pupil with his own eyes and hands, and in the field through the pupil's own observation guided by expert leaders.

In secondary schools situated in the country, the elements of agriculture should have an important place in the program, and the pupils should all work in the school gardens and experimental plots, both individually and in co-operation with others.

In city schools a manual training should be given which should prepare a boy for any one of many different trades.

Again, music should be given a substantial place in the program of every secondary school, in order that the pupils may learn musical notations and may get much practice in reading music and in singing.

Drawing, both freehand and mechanical, should be given ample time in every secondary school.—Pamphlet of General Education Board.

Hazing is a combination of cowardice and bullying, absolutely un-American.—Ray Lyman Wilbur, President Stanford University.

QUOTATIONS FROM BOOKER T. WASHINGTON

SELECTED BY SUPERINTENDENT MINNIE E. HAYS

Essex Junction, Vermont

We often hear a man spoken of as having moral character. A man cannot have moral character unless he has something to wear and something to eat three hundred and sixty-five days in a year. He cannot have any religion either. Men must have some of the comforts and conveniences—certainly the necessities of life supplied them before they can be morally or religiously what they ought to be.

I want you to find the persons who are most ignorant and the most poverty stricken. I want you to find the persons the most forlorn and most discouraged, and do something for them to make their hours happy. In doing that you will be doing the most for yourselves.

People who succeed are, very largely, those who learn to economize time and those who also have learned to save, not only time, but money.

It is a weak individual, as a rule, who is constantly calling attention to the dark and discouraging things of life.

There are people in the world who never think, who never map out anything for themselves, who have to wait to be told what to do. People of that kind are not worth anything. They really ought to pay rent for the air they breathe, for they only vitiate it.

The miserable persons in this world are the ones whose hearts are narrow and hard; the happy ones are those who have great big hearts. Such persons are always happy.

Make up your mind, if you want to add to your happiness and strength of character, you are, before all things else, going to learn to obey.

There is nothing worse for a young man or young woman than to get into the habit of thinking that he or she must spend every night on the street or in some public place.

There is great power in simplicity, simplicity of speech, simplicity of life in every form. The world has no patience with people who are superficial, who are trying to show off, who are trying to be what the world knows they are not.

It doesn't pay to be anything else but downright honest in heart. Any person who is not honest, who is not trying to do his very best in the classroom or in the shop, no matter where he may be, will find out that it does not pay in the long run. You may think it best for a little while, but permanently it does not pay to be

anything but downright honest and to do your level best.

Every person who has grown to any degree of distinction, almost without exception has been a person who has risen by overcoming obstacles, by removing difficulties, by resolving that when he met discouragements he would not give up.

In the first place there must be promptness in connection with everything in the life of the home.

If you fail to give a full honest day's work, if you know that you have done only three-quarters of a day's work, or four-fifths, it may seem to you at the time that it has paid, but in the long run you lose by it.

Character is power.

Go ask the persons who have no care for life, who have thrown away their virtue, as it were, ask them why they are without character, and the answer will be, in so many words, that they sought but temporary success.

Let each of you take control of himself or herself and determine that whatever you plan to be you are going to be; you are going to keep driving away, pegging away, moving on and on each hour, each day, until you have accomplished the purpose.

We are very apt to get the idea that education means the memorizing of a number of dates, of being able to state when a certain battle took place, of being able to recall with accuracy this event or that event. We are likely to get the impression that education consists in being able to commit to memory a certain number of rules in grammar, a certain number of rules in arithmetic, and in being able to locate correctly this mountain or that river. One of the best things that education can do for an individual is to teach that individual to get hold of what he wants—rather than to teach him to commit to memory facts in history or names in geography.

You will find that the person who is most truly educated is the one who is going to be kindest, and is going to act in the gentlest manner toward persons who are unfortunate.

I want you to bear in mind that your textbooks, with all their contents, are not an end, but a means to an end, a means to help us get the highest, the best, the purest, and the most beautiful things out of life.

The competent school teacher is entitled to a respectable salary, the tenure of the position should be as secure as that afforded under the most advanced civil service laws, and at all times there should be the comforting assurance that declining years will not find the teacher wholly unprovided for.—B. C. Hilliard, Denver Board of Education.

THE NEW IDEAL IN EDUCATION—BETTER PARENTS OF BETTER CHILDREN

BY HELEN C. PUTNAM, M. D., LL.D.
Providence, R. I.

The only men and women society needs are those whose living betters the children that are and are to be.

The disorders in civilization, the long destruction with powerful explosives, chemicals, inventions directed by murderous wills give some little countenance to the query—What if humanity should be wiped out within the decennial?

If it should be, sciences, arts, enterprises, personalities would have no further usefulness.

The corollary of this is: The supreme test of living is the next generation—our conservation of its qualities primarily, its numbers in part.

For the living many details are already settled. Heredity is beyond alteration, conditions of birth and early environment likewise. Later environment and reactions to it are still open to changes within limits of natural and political laws. Non-conformities to certain laws of well-being result for the next generation in imperfections, degeneracies, premature deaths. The next cannot be all it might be when the living prepare for it an heredity and environment either of which violates certain laws of well-being.

The individual's inheritance of life is made of infinite blendings through infinite ages. No possession transcends it in antiquity, in costliness. It is beyond possibility of duplication, of restoration if destroyed or specifically injured. And yet—it is a fair statement—no possession is more abused by its holder and by society. The responsibility of the living one to the future for the right management of this ancestral trust gives him literally infinite power. If he choose, this trust that has escaped annihilation up to the present may end with himself, eliminating from the race the strain confided to him. This is of infinite concern, somewhat to the past, somewhat to the future. Or the individual may contaminate a clean inheritance by choice of mate; or may handicap the next generation hopelessly through prenatal abuses and evil conditions of birth and infancy.

Again, the individual even if not a parent inevitably helps make the material, social, spiritual environment of the next generation. He may help set the fashion for wages below possibility of decent living, for huge fortunes, for human maelstroms—great cities; for slums, alcoholics, prostitution; for suicide; for domination of democracy by wealth, by militarism, by competition instead of coöperation,—domination of humanity by individualism.

Or, he may help establish the well-being of the next generation above greeds, lusts, vagaries, ignorance and degeneracy of individuals.

The individual for his little moment has infinite power. Around his responsibilities are concentrated and heaped up all the vulgarities and vices, follies and shams that twentieth century civilization tolerates in the individual. Beyond these are national irresponsibilities. In Europe males selected for physical excellence are slaughtering

each other. By-products of war are destruction of women and children, homes, means of livelihood. It is an incalculable price for the race to pay—for what?

Others accuse our nation of feeling "self-righteous" because not in the great embroilment. We have too many reasons for dissatisfaction with ourselves for that. The horrors of peace as disclosed in our census rival the horrors of war. They attract less attention because spread over more years. In our past nothing in authentic history equals our waste of natural resources by individuals seeking wealth under a government promoting its accumulation, with mutual indifference to rights of the unborn apparently as great as to rights of North American Indians, for whose wrongs we thereby receive punishment. Reckless economic waste continues. It has meant vast individual fortunes, increasing numbers around the poverty line, exploitation of the masses, government by an oligarchy, not by all the people.

When other civilizations are being questioned we are doomed if we do not recognize our own weaknesses. They are best measured in terms of human life. The census does this. In a decade of peace our people die by hundreds of thousands from preventable diseases, suffer by millions from preventable illnesses; endure, again by millions, preventable accidents. Our mortality rates of the very young are two and three times those in certain other countries. The preventable physical handicaps afflicting three-fourths of school children usually begin under parental care, and usually are continued and added to during school years, except under efficient medical inspection, which is very rare. Our mentally defective multiply at faster than average rates. The next generation is likely to have a larger burden of their support, robbing the normal, as we do, to provide for degenerates whose creation we allow and who are already estimated in the millions. These are logical results of the ideal of "the rights of the individual" overshadowing humanity's rights.

All this I have been recalling to mind is obvious, that, if humanity is to survive, individualism and nationalism must conform to laws of racial well-being. The only men and women society needs are those whose living betters the children that are and are to be. Acceptance of this standard is urgent. That nations are being exterminated in our own life-span reminds us that nations usually have had but a few hundred years of existence; that the length of life and power of our own country depends absolutely on what the living do for the next generation—delivering to them their inheritances of life and of environment not only no worse than received, but improved. Our books are audited by the Bu-

reau of the Census, whose reports hitherto give grave cause for serious thought.

The evils of peace involve the whole people. Their prevention is determinedly thwarted by organized and unorganized individualism. Discontent with civilization under existing ideals is shown in grim and extended contests between labor and capital. There is unrest in the churches, in education, both accused of being unfairly influenced by wealth. Coercion of truth by money interests is as dangerous as coercion by violence. This is the risk in foundations that people are resenting. It is one of the objections to great cities whose abnormal crowding produces abnormal conditions and their abnormal treatments that great wealth—abnormal too—advertises, influencing the whole country, leveling to expediency for commercial considerations standards and ideals that more wholesome environment creates and makes possible. This enlightened discontent is, like war itself, confession of failure, confession that peace such as we have had is not the kind of peace humanity wants.

It is said that democracy is on trial. Democracy has not existed—it cannot be on trial. Government that excludes from representation half the adult population because of sex, and possibly more than half the remaining adults because in so-called minorities (where all progress begins) is a vast oligarchy. It exhibits the imperfections that all forms of tyranny have always exhibited. The unrest of these unrepresented people is helping urge the saving ideal of a better next generation. Neither democracy nor rights of individuals are ideals, as commonly claimed. They can be used as agents in establishing what appears to be the Creator's proffered possibility—a better human race.

For many months public attention has been occupied with plans for an international trade after the war such as has never been known. Competition is devised on a scale unprecedented. All signs point to even mightier preparations under the surface. The renewed struggle for wealth has all the world for an arena. Especially it has South America with its millions of Indians and half castes, some of them in all probability with qualities desirable to conserve in the racial inheritance, as had older peoples that have been exterminated under individualism and nationalism. The resources of South American forests, waters and soils have hardly been sampled. Conditions promise a repetition of our colonial and early national history whose crimes are not yet outgrown.

To help on this commercial world war public education plans commercial, trade, industrial classes, encouraged by federal and local assistance, and strongly seconded by business interests. But thrift, commerce, wealth that injure the living and through them the next generation experience proves is undesirable. Unless some higher ideal directs them we can expect nothing better than we have had. We may well expect worse—our powers for good and evil are greater.

On the other hand, demand is definite that we have a new kind of peace in which the race—not merely some of its living individuals—shall thrive. It comes from various honest and trustworthy sources, not always expressed in the same terms, nor professing the same immediate object, but when analyzed all converging to one ideal—a better next generation. Experts in research and specialists in experimentation, commissions and surveys, studies and reports, magazines and newspapers, forums and mass meetings are presenting statements of wrongs, accounts of remedies under way, under consideration, asking consideration, or proved ineffective.

The more we learn of our mistakes, the farther back in the lives of children many are traced. Their susceptible organization stores influences more lastingly and deeply, whether bacilli of tuberculosis, or effects of cruelty, selfishness, ignorance. During these highly sensitive years, as during prenatal life, the child's development is wholly in the hands of parents, its heredity also. Education omits preparation for this most critical business of life—making a human before school age. A hundred years ago teachers and nurses, like parents today, had only picked-up knowledge. Half a century ago preparation of the first two was under way. Today preparation for the responsibilities of parents is beginning, largely through insistence of women backed by statistics from the census.

We think economically—we need to think biologically. To an audience of biologists this statement would have certain definite meaning. It would mean such actual educational experiences that there remains in consciousness or sub-consciousness a composite of details convincing the individual that life is a racial trust, that the quality of the next generation is the supreme test of human worth. But society is cultivating humans without preparation in elementary science of life and with ambitions for economic competitions and successes. It is a law of mind that we do not appreciate until we understand. We shall always abuse life until we understand at least its essential laws. That every decade in the United States four million children die under five years of age, more than half of whom we could save if we would, should seem more humiliating than European carnage through half a decade of passion. The deepest impression our holocaust makes is when we put it in dollars, of which more is understood than of the depreciation of the race by loss of family strains and of the waste of motherhood and fatherhood. Not all children who die are inferior—we have no proof for thinking that even the majority are.

Not only the need and the demand, but the opportunity for teaching racial responsibilities is greater than ever before. The recent extension of public school teaching to those who are not in regular grades, both children and adults, and increasing extra-mural instruction by colleges and universities are partly stimulated by demands of parents for help in their duties. This

and the admirable work of the Department of Agriculture afford the opportunity. To assist each age in its special activities will pay in the end if, and only if the ideal of a better next generation dominates present economic ideals of those urging vocational and extension instruction. Eight hours of labor daily, forty to sixty weekly, or less, leaves more than three times as many hours without the protection of our greatest blessing—work. It is in unoccupied intervals that most of the crimes against the race are committed. Spending wisely is harder than earning. Society does not profit when its educational product earns twenty-five dollars a week and, for example, chooses a mate whose father was a moron.

The National Council of Education has a great opportunity to serve, and a great duty to use it. With vision of the future, understanding past failings and present resources, the Council can help establish another peace whose ideal of a better next generation shall prevail over existing follies. To deliberately adopt the policy of teaching concrete facts making real to individuals that each holds an actual trust from an infinite past to an infinite future—it can be impressed even in kindergarten-

tens—would be the greatest help to morals that exists. Probably the commonest trouble with young people, and with older also, is that they see no reason for being, no mission, no real responsibility; believe that what they do is of no consequence to anyone but themselves. This can be disproved more convincingly than most false assertions by those who know how to do it correctly. The Council should aid by all means in its power the making of teachers who know how. It should have a committee to study ways and means of doing this.

If we may indulge in fancy, with this ideal the ancient East and the new West are coming together; the East with its ancestor worship, a not wholly unworthy inspiration, measured by the graces of its civilization; the United States said to have a child worship, much of it vague sentiment, much sensational and harmful. When society through education fulfills its duty to give each age according to its needs truths unifying ancestors and descendants with the living—the meeting of East and West promises an era of loftier purpose with achievements more enduringly satisfying.—Read in the National Council of Education at Detroit February 22, 1916.

THE INDIANA CENTENNIAL AND INDIANA PUBLIC SCHOOLS

BY JANE A. STEWART

A circle of boys and girls were standing in front of an old log-schoolhouse in Indiana a century ago. It was the recess hour. But the children had stopped their play; and they were eagerly listening to the earnest words of a long-haired, long-bearded, bright-eyed man. He carried a bag of botanical specimens, which he was explaining in so interesting a way that the teacher came out to listen and was charmed.

But when Rafinesque saw the teacher join the listeners, he packed up his bag and promptly walked away. The children thought that it was the same fear of the austere teacher which they themselves felt that took the distinguished naturalist off. It transpired, however, that this was not the reason. Rafinesque was a prophet of the future and he entertained little respect for the public schools and teachers of his time.

His feeling would be different now, for Indiana has wonderful schools and a magnificent teaching corps. But in those days, not only the buildings and the equipment, but the teaching was of a primitive type. The teaching standard was not erudition, but muscle. School sanitation and laboratory equipment were unknown in the low log schoolhouses with greased-paper windows, shelves for desks and benches for seats of a century ago.

Indiana was admitted into the Union in 1816. It is now celebrating its centennial as a state, and pointing with just pride to its rise and development.

The schools are the best measure of the true growth of a state. Before its birth into statehood, Indiana had no collection of books large enough to be called a library, and with one exception no school or college worthy the name. Though there were nearly 65,000 people in the state, there was little or no wealth as yet, and culture had to wait.

The makers of the original constitution of Indiana and the founders of the state had, however, keen recognition of the importance of education to a self-governing people.

Nearly thirty years before, in the Territorial Ordinance of 1787, it was declared "the means of education shall forever be encouraged"; in the law of 1804 a square mile of land in each township of thirty-six square miles was reserved as a basis for a permanent school fund; in 1806 the first public school, "Vincennes University," was authorized; and under the first constitution of 1816 a general system of education was proposed in Indiana.

The popular prejudice against free schools, politics and private interests delayed, but did not prevent development. And some good friends of public education from other states came to help. Foremost among these were Professor Caleb Mills (a graduate of Dartmouth and of Andover, Mass.), who had become professor of English at Wabash College (just established in Crawfordsville); and Judge Benjamin Parke (a



SUPERINTENDENT F. M. LONGENECKER AND THE SCHOOL PRINCIPALS, PARKERSBURG, WEST VIRGINIA

native of New Jersey), who had lived in Indiana since 1800, and was a life-long champion of public schools. Judge Parke established teachers' examinations and state control over public schools at a time when the common idea was that parents should choose those who were to train their children. At that time illiteracy was prevalent in Indiana, and even Congressmen could not read nor write. And as to teachers' qualifications, the story is related of one Latin teacher who when cornered and asked for the translation of the well-known maxim "*De mortuis nil nisi bonum*" ("nothing but good of the dead") wrote: "There is nothing left of the dead but bones."

When the new constitution of 1851 not only proposed, but ordered the establishment of public schools, public sentiment had risen in Indiana (due in a measure to jibes at the "Hoosiers" as ignorant, uncouth and stupid) stimulating to action. The organized movement began in 1873 with the appointment of county superintendents. Today Indiana has 500,000 children in elementary schools, 50,000 in secondary schools, over 6,000 students in normal schools and over 10,000 in colleges and universities.

Of the higher educational enrollment the nucleus of public education in Indiana, Vincennes University (1806), has a total of 250 students; Indiana State University at Bloomington (founded in 1824) has nearly 2,500 men and women students; Hanover (Presbyterian, founded in 1872) has a thousand enrolled; Wabash College (1832) has 320 students; Franklin (1834), 200; De Pauw University (1837,

Methodist) has 1,000; Concordia (Lutheran 1839), 300; The University of Notre Dame (1842, Roman Catholic), 1,000; Earlham (Friends, 1847), 400; Butler (Christian, 1855), 400, and Purdue (the second state university, 1874) nearly 2,000 students.

The total expenditure for public schools in Indiana at last report was nearly \$19,500,000, or eighty-six cents on each \$100 of the assessed valuation of taxable property of about one and a half billion dollars. The estimated value of school property is nearly fifty millions. And the average teacher's salary is \$71 per month, about ten dollars a month more than is paid in Ohio and Michigan, and less than Illinois. De Pauw University enjoys the income from a million and a half of endowment funds; Rose Polytechnic Institute, from \$800,000; Indiana State University and Wabash College from \$750,000 each; and Purdue University leads the state with buildings valued at \$1,250,000, the grand total of investment in Indiana colleges and universities being over fifteen million dollars.

Great educational distinction has come recently to Indiana as the scene of operations for the working out of the William Wirt or Gary, Indiana, plan, which has attracted wide attention and considerable emulation as a scheme of practical education.

It is claimed for the Indiana school law that (with its various amendments and additions) it is the best common school law ever given to any state or country. However that may be, it is certain that Indiana since statehood has made a big contribution to the development of the colossal public school system of the nation.

ACHIEVEMENT IN HARRISBURG

This season Harrisburg had a remarkable celebration of fifteen years of achievement, and Superintendent Downes used the occasion for a study of the schools.

In the school year 1899-1900 the average daily attendance in the schools was 6,809; in the year 1914-1915, 9,562, an increase of forty per cent. in fifteen years. The number of high school students increased from 615 to 1,379, or 124 per cent. The number of teachers increased from 190 to 308, or sixty-two per cent. The average salary of male teachers in 1900 was \$83.10; in 1915, \$131.15, an increase of fifty-eight per cent. The average salary of female teachers during the same period increased from \$49.28 to \$73.90, or fifty per cent. The total expenditure for schools fifteen years ago was \$181,661.83; last year it was \$451,036.41, an increase of 144 per cent. The assessed valuation has increased 105 per cent. during this period; the value of school property, now \$1,450,000, ninety-four per cent.; the number of school buildings twelve per cent., and the number of schoolrooms sixty-three per cent. The average number of pupils per teacher, based on the total number of teachers, was fifty-one in 1900, as against thirty-seven in 1915, a reduction of twenty-seven per cent.

In November, 1900, manual training for boys was introduced in the Central High School. The work was optional and was taken that year by 140 students. The introduction of this work, the demand for it on the part of the students, and the success of it, led four years later to the establishment of the Technical High School.

In 1901, a school for delinquents was organized. A system of physical education was adopted during the same year. In 1902 telephones were installed in all of the principal school buildings. In September, 1903, the present Teachers' Training School was established, with eleven students. In September, 1904, the Technical High School began its work. The total enrollment for the year was eighty-seven.

During the same year the Camp Curtin School was completed at a cost of \$108,000. This is the largest elementary school in the district, containing twenty-four classrooms. It was thought by many that the erection of so large a building on the outskirts of the city was an inexcusable waste of public funds. For several years past, however, the entire plant has been occupied and is at the present time greatly overcrowded with more than 1,000 pupils.

The first high school orchestra was organized in the fall of 1904, as was also the card system of discipline, in present use in that institution.

Since 1900 there has practically been no time when important building construction has not been under way. Twelve new buildings have been erected in practically as many years, at a total cost, not including grounds and equipment, approximating \$800,000; and still another, costing \$90,000, is under way. More than fifty per

cent. of the entire value of the school buildings of the district is represented by the school construction since 1902.

District supervision was begun in the fall of 1906. Also, night schools for adult colored were organized at this time.

The year 1907 was marked by the equalization of salaries below the high school. An increase in the maximum salary schedule of from seven to fifty per cent. made this important change possible.

A retirement plan for teachers was adopted in 1908. As a result of this important action, twenty-two teachers of long service or physically incapacitated are now being cared for by the district, in reward for their faithfulness, and the sum of \$45,000 has accumulated in the retirement fund. Harrisburg was the first city in Pennsylvania to take advantage of state legislation on this subject, and one of the first cities in the country to care for its aged and incapacitated teachers.

Medical inspection was also organized officially in the fall of 1908, with the employment of physician and nurse. Here, too, we find Harrisburg in the van of progressive movements, this city being the second city in the commonwealth to inaugurate medical inspection, and the first city in the state, and one of the first in the country, to include, in connection with this important work, the services of a salaried nurse. At the present time two physicians and two nurses are employed.

During this same eventful year, 1908, Patron's Day was inaugurated in the schools, a detention school for delinquent juveniles was opened, and the Vernon School, costing \$50,000, was completed and dedicated.

Salaries were again advanced in the year 1909-1910; half pay, with certain time limitations, for teachers when ill was provided; fire drills were rendered thoroughly efficient in all schools.

In the fall of 1910, a special school for mentally deficient pupils was opened, the city again becoming, by this action, a pioneer in educational progress. At the same time, when only five American cities maintained such schools, two special schools were opened for unusually gifted pupils and were continued with eminent success down to the current year.

In the year 1911 all technical high school courses and the commercial course in the Central High School were extended to four years, departmental work was introduced in some of the grammar schools, model schools were extended in the Teachers' Training School, and a second school for mentally deficient pupils was opened.

In 1912 an important change was made in the matter of conducting the annual transfer of pupils, whereby the various principals were given certain authority and prestige due them, and the work of transferring pupils facilitated.

In September of the same year, the first open-

air school was organized. Here unfortunate pupils suffering with tuberculosis are housed, provided with necessary winter dress, nourished with wholesome food, provided with medical care, and at the same time taught the regular branches of the elementary schools.

The first contribution to the city library was made in 1913, and annual contributions have been continued to the present. A new and much improved salary schedule for teachers was adopted in the same year, a second open-air school was organized, university extension work begun by the teachers, and parent-teachers' associations formed. A total of eleven parent-teachers' organizations are now maintained in various school buildings.

In 1914 district supervision was extended, the number of supervisors being increased from two to five. The Central High School course was completely revised. In this revision a course in household economy was provided for. An adviser for high school girls was chosen, and a beginning was made in the matter of vocational guidance.

Dental inspection, with two salaried dentists in charge, was also begun in 1914.

LIKABLE QUALITIES IN TEACHERS

What kind of teacher do most high school pupils like? The Sphinx is about the only adult who could answer the question.

But let the students answer it once. Superintendent J. O. Engleman of Decatur, Illinois, in a surprisingly interesting "survey," which was conducted without outside "experts," asked 800 students of his high school to write answers to this:—

"As you think over the teachers who have been or still are most helpful to you, tell the qualities which make the strongest appeal to you."

The answers he summarizes in the fiftieth annual report of the Decatur Board of Education, as follows:—

When Burns wrote

"O wad some power the giftie gie us
To see oursel's as ithers see us"

he voiced a universal need. But while the need is universal, perhaps, as teachers we stand in special need of just such power, and especially the power to see ourselves as our pupils see us. Such a vision would not always be flattering to us, but it might be wholesome.

About 550 of our students replied to the invitation—"As you think over the teachers who have been or still are most helpful to you, tell the qualities in them which make the strongest appeal to you."

Almost every conceivable characteristic has made its appeal to some student. Even obvious weaknesses, as measured by adult standards, have in a few cases been the conspicuously pleasing qualities, though this is rare. For example, one student was most favorably impressed with the fact that one of his teachers smokes. Another candidly admits that "one does dislike studying under a paragon of all virtues." But these are exceptions. Nearly all students are discrimina-

ting enough to recognize good qualities as such, but their sense of relative values is very different from that of many teachers. Scholarship does not awe, and pedagogical practices are not unduly impressive. Only eighteen students name the teacher's knowledge of his subject as the impressive quality. Two others stress the fact that their teachers were "very learned."

On the other hand 130 specify "willingness to help me," as the striking quality; "patience" was named 85 times; "kindness," 80 times; "clearness," 35; "sense of humor," 32; "understanding of students," 24; "firmness," 21; "impartiality," 21; "cheerfulness," 19, and "pleasantness," 19; "ability to make work interesting," 21; "sincerity," 14; "sympathy," 16. In other words, students like teachers for exactly the same reason that men and women are liked by groups of their fellows out in the world in other relations.

No amount of learning and no amount of "professional training," though each is a *sine qua non*, can atone for a lack of the human touch, and the virtues which endear people to their associates in ordinary walks of life. The most scholarly teachers, employing the most skillful methods, measured by coldly intellectual standards, must largely fail to get desired results if they fail to bring or beget the right emotional atmosphere in the school room. Emotional warmth is just as essential to the growth of ideas as physical warmth is to growth of plants. Frost is as much to be avoided in the schoolroom as in the garden.

Dignity, culture, correctness of speech, modesty, politeness, beauty, thoroughness, exactness, quietness—these are other qualities named a few times, but where possessed, even in large degree, they have not impressed the rank and file of students as they have adults generally.

Finally, it may be said that teachers should strive no less for scholarship and skill in the technique of classroom instruction, even if students do tend to minimize the importance of these qualifications; but the large place pupils give in their esteem to the more personal and social qualities of teachers is evidence that we miss our opportunity to be of largest service unless we adjust ourselves to this fact, and become attractive rather than repellent in our relations with our students, to the very largest degree that it is possible for us to attain.

ROCHESTER AND JUNIOR HIGH SCHOOLS

A recent article in the *Journal of Education* is confirmatory as to the abiding character of this new feature of the school system and as to their strength in meeting changing conditions. All innovations in methods of instruction are quickly followed by those who do not comprehend the scope or the reasons involved in such departures from long-accepted methods. It is enough for such imitators that superintendents of high standing have adopted them. That being established it is no longer a question with such imitators whether a measure exactly fits the conditions of their community.

There are others who take no step in educa-

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KANSAS, EDUCATIONALLY

The second annual report of the State Board of Education—Edward T. Hackney of Wellington, Cora G. Lewis of Kinsley and E. W. Hock of Marion—makes exceedingly interesting and instructive reading. Its clear, concise, attractively phrased statements of conditions that are vital make an unusual official document.

In three years the enrollment in the university, college and three normal schools has increased from 10,303 to 13,673, a gain of 3,370 or thirty-three per cent.

The demonstration of the efficiency of women advisers in all state educational institutions is most gratifying.

"These advisers have been a great help in advising and assisting the young women and in leading and directing the social activities of the students. One of the valuable features in the life of the students at the university has been the establishment of social functions in which all the students participate. They are very successful and do much to make the institution more democratic. They have broken down the lines between the rich and the poor and have established a feeling of fellowship among all classes of students. Functions of like nature are events of all the other institutions. The Board is trying to arrange for a series of educational lectures for young women students that will help them to better understand themselves and their life relations. These lectures will be given to women students by a woman and will be of such high character that new reverence for the responsibilities of life will open before the vision of those hearing them. They will, in a measure, prepare for life problems, and safeguard by

teaching as to the dangers of ignorance."

Special and extended attention is given to music at the state schools.

"The ideal of the music department at the Emporia Normal is to train the public school teachers to as great a degree of professional proficiency as possible in the field to be covered. The greatest work to be done in Kansas in a musical way is with the children in the public schools. The great opportunity is there, with a mass of raw material to be moulded into a musical state. This great normal has appreciated its opportunity. The teachers who go out from this school realize that the golden age of service is here, and will be always on the lookout to help in a musical way in their communities, and quick to utilize their resources in providing artistic entertainment. Courses of study have been formulated for the teachers, leading to the greatest possible uses of music in every town, and the development of musical energy in the public schools of Kansas.

"The Manual Training Normal School at Pittsburg is making a great effort to evangelize its community musically, and to make music a part of its educational and social salvation. It has utilized to an unusual degree the talent of the community, and hopes to develop the musical abilities of the many foreign-born citizens, giving recognition to their different musical interests. Civic concerts for the future are planned, where programs of the music of their countries will be rendered. A band, an orchestra and a large chorus lend color and interest to the normal social life.

"The new musical department at the Fort Hays Normal School in one year proved what may be done with effort. It grew until it outgrew itself, and its musical achievements the first year were such as few schools in larger towns accomplished. Fort Hays is teaching students to undertake musical enterprises in their schools, and training them to be leaders in western Kansas. Pageantry will be given some attention the coming year as a part of the regular work. Music in the form of faculty and student recitals, and large productions by the school, play a part in the cultivation of student taste, and form the chief interest of this training school for teachers. Through it many a western Kansas community will find itself in possession of a musical soul.

"The new vision of music as a home-saving, home-building, civilizing influence will stimulate all the students to lend a hand to make it a big success. Kansas has thought too much in the past in terms of the material; and no wonder,

with her wealth of grain, cattle and merchandise of all kinds. Now she is ready to take things for granted, and use them for a redirected effort to bring the higher values of life into the education of her young people.

"The music school at the university is now on the same professional basis as the schools of law, engineering and medicine. Fifteen credits are allowed for collegiate courses in the School of Music on the degree of Bachelor of Arts. Through the extension division of the university good music will be carried to the people, and through the community effort they will be stimulated to create a musical atmosphere of their own."

There are 2,571 Kansans taking correspondence courses in these five institutions.

The weak spot in the report is a certain element of boasting that their professors teach for less salary than they could get elsewhere and this while every official Kansan boasts that it is the most prosperous state in the Union. Cheapness and prosperity do not look well as twins.

Kansas makes a good showing in this report and in several paragraphs it calls upon the people of Kansas to higher ideals. It says with heroic frankness that "Kansas has thought too much in the past in terms of the material."

A great vision is suggested to Kansans by this report, and this Board bids fair to place an entirely new halo upon the brow of their state.

DEPARTMENT OF EDUCATION OF THE BOY SCOUTS OF AMERICA

The Department of Education of the Boy Scouts of America will be under the supervision of a committee of five, consisting of Dr. Jeremiah W. Jenks of the New York University, chairman; Dean James E. Russell, Teachers' College, Columbia; Dr. Norman E. Richardson of Boston University. These men will add to their number men in universities who have manifested a lively interest in the movement.

It is proposed to definitely delegate to this committee, supervision of all work of an educational character, involving the principles and methods of pedagogy, arising from the development of the Boy Scout scheme. This is to be interpreted as meaning that no matter of this character will be definitely acted upon by the executive board or any of the executive officers without first securing from the active committee on education, a report with a recommendation.

It is proposed to furnish the committee with an executive officer who will be known as the "Director of the Department of Education," whose responsibility will be to promote or give expression to policies and principles of an educational character insofar as have had the specific approval of the committee on education.

This official shall work in co-operation with the executive officer of the Boy Scouts of America and shall be a member of the general staff of the national headquarters. He shall submit, not less than once a month, a report to each member of his committee, and shall meet with them as frequently as, in the opinion of the committee, is desirable.

It is proposed that the committee on education shall immediately concern itself with the preparation of literature setting forth principles and methods of education as applied to the Boy Scout program. It shall also give immediate attention to the preparation of such literature and other helps as will make available to educational leaders, information concerning the educational aspects of the Boy Scout movement and practical suggestions showing how the Boy Scout movement can be used to supplement the work of general education and utility of the movement as a supplement to the limited school-room opportunity for character development.

THE DIXIE HIGHWAY

Over \$1,765,200 has been expended in six months on the Dixie highway in fifty counties. This is only a foretaste of what will be accomplished, as these counties are preparing to spend \$6,931,000 within the next twelve months. These represent less than a third of the total number of counties. Using a multiple of three you have an estimate of over \$5,300,000 spent on the highway to date, and over \$20,793,000 to be expended.

The reports by states show that in seven out of eighteen counties in Kentucky there has been expended \$135,000. In Ohio eight counties out of twelve and not including Hamilton county, of which Cincinnati is the county seat, there has been expended \$388,000. Five counties out of twenty-two in Florida spent \$601,000 on the Dixie highway in the last six months. Six counties out of eighteen in Tennessee spent \$173,000. Four counties out of five in Illinois, and not including Cook county, spent \$252,000 in the last six months, while ten counties out of twenty-four in Georgia spent \$95,000. And yet this large expenditure is only a small proportion of the expenditure to be made, as many of the counties have merely made preparations for going to work on their sections of the highway, and their money will not be available until later.

The bond issues which have been voted in the state of Florida alone during the past six months are in excess of \$6,000,000.

WOMEN AS SURVEYORS

The Woman's Municipal League, New York City,—Mrs. H. A. Stimpson, president,—has entered upon municipal surveying in earnest. Miss Agnes de Lima is executive secretary, with offices at 42 West 39th Street, New York, and she is more than willing to answer any questions regarding their plans and purpose.

The two main purposes are:—

To maintain an educational centre where

women may come as individuals or as members of civic organizations to obtain current information about all departments of city government.

To offer opportunity to all members of the League to participate directly in effecting needed reforms in the special fields of public education and public health and wherever else timely action must be taken.

The League is planning a series of conferences with officials of all the leading city departments. The standing committees of the League which keep in touch with the work of the various city departments will take charge in turn of the particular conferences in which they are interested. Among the suggested conferences are the following: A pension system for city employees, the city as shopper, educational courses for city workers, home rule, unemployment—the city's responsibility, how Father Knickerbocker keeps house—special problems in snow removal, the smoke nuisance, the new incinerator plant, etc., reducing fire risks and a preventive health program.

They have a school survey blank which it would be well for every superintendent, principal and school board member to possess, and the leaflets issued by the Women's Municipal League of the City of New York are among the best educational documents yet published regarding the "present crisis" in that great city.

SCHOOL SERVICE

School service work in Wisconsin is attracting attention. It might attract attention because it had its origin in Wisconsin. It is certainly attracting attention because of the positive need which it fills. This school service is a new thing. The idea of service is not new. The thought of normal schools, state departments of education, universities and colleges extending help to teachers and to school boards is not new. The school service as an organized agency for rendering constant help to teachers and board members is the new feature of the plan.

Normal schools have given time and attention to the matter of extending help to teachers in service. County and state superintendents have accomplished much along this line. Wisconsin has experimented in making this work the function of an organized bureau. Recently State Superintendent C. P. Cary has made school service work part of his office.

School service is a form of extension work. It involves receiving and answering questions of teachers. It gives suggestions to members of school boards, women's clubs and parent-teachers' associations. It gets in touch with citizens and helps them to understand the conditions and needs of their schools. It keeps teachers posted in the use of bulletins and supplies them with any special information desired along educational lines. It does not wait for the individual teacher to guess that a question will be answered if sent in, but it gets in touch with teachers, board members and citizens and in-

vites questions. Details of this work in Wisconsin can be secured by writing State Superintendent C. P. Cary, Madison, Wisconsin.

Miss Janet R. Rankin, who is now school service secretary in the Wisconsin Department of Public Instruction, worked out and experimented with the idea of school service as an organized and aggressive effort in this phase of education. A school service bureau was organized in the River Falls State Normal School during the year 1914-1915 with a clientele of 2,000 teachers of Western Wisconsin. The results were so satisfactory that the state superintendent decided to extend the scope of the work to the entire state by making school service a feature of the work of his office.

NORTH DAKOTA

March was a vigorous month educationally in North Dakota. The State Agricultural College at Fargo has seen President J. H. Worst, a vigorous leader for more than twenty years, retire, and Professor F. E. Ladd, for a quarter of a century the head of the department of chemistry and one of the most intense men in educational circles, succeeds him.

Superintendent C. C. Root, for several years superintendent of schools at the capital city, Bismarck, has resigned, and will probably seek the county superintendency in that county. His successor is Superintendent J. Maurice Martin, now of Huron, South Dakota.

Dr. W. E. Hoover, for a dozen years superintendent of schools at Fargo, has resigned and is offering himself as a candidate for the position of state superintendent of public instruction. Superintendent Arthur Deamer, La Porte, Indiana, succeeds Dr. Hoover.

State Superintendent Taylor declined to be a candidate for re-election, and Mr. McDonald, rural school specialist of the state department, and Mr. Hoover have made the contest for the nomination which apparently means election.

It is announced that the report of commission appointed under direction of the United States Bureau of Education to make a survey of the intra-institutional relations of State Educational Institutions will soon be ready. This commission consists of Dr. W. T. Bawden, Dr. Lewis F. Coffman and Dr. E. D. Craighead. The report is now being formulated in Washington.

The Cleveland test of more than 2,000,000 individual spellings should set to rest forever one of the foolish discussions of the ages, for it is as clear as mid-day that "children spell just as well in sentences as in lists, and just as well in lists as in sentences."

Governor Martin G. Brumbaugh has officially entered the lists as a candidate for the Presidency of the United States. All school people wish him success.

We believe in the Boy Scout movement without any reservation and in the ability and wisdom of James E. West, the chief scout executive.

ROCHESTER AND JUNIOR HIGH SCHOOL

Continued from page 377.

tional progress until all arguments for and against the new departure have been thoroughly canvassed. Imitation may be the sincerest flattery, but mere imitation is entitled to little respect. The painter who declared that he mixed his paints "with brains" set the example for all those who are striving to open up new paths in the educational field.

The fever for being among the first to adopt new ideas without consideration of prevailing conditions, the putting in practice of inchoate theories just because some larger community with a wholly different environment has attempted them may bring havoc instead of ensuing success. A careful superintendent is more like the architect who draws his plan to the inch and is never satisfied unless he has tested it over and over again before embarking in the actual work of construction.

It is not so many years since a certain educational "method" swept the country like a prairie fire and today there are none so poor to do it reverence. So do educational theories rise and fall. It cannot be too strongly urged, also, that the dangers that menace educational departures are more than ever present the higher up these experiments are attempted.

Superintendent Weet of Rochester, N. Y., has entered upon the question of Junior high schools in a manner that all who are familiar with the high standing of the Rochester schools would expect.

With him the formula carefully thought out came first, and no architect, artist or designer ever more carefully made the plans for their work than did Superintendent Weet for his. If any one doubts it let him procure from him the draft showing the reasons for putting his plans into practice, what is attempted and what is finally accomplished. Then let him talk with the grammar school principals and learn of their enthusiasm for the new arrangement.

The definiteness with which the courses of certain pupils can be predetermined and the results foreseen where the outcome has hitherto been attended with much uncertainty is one of the comforting assurances following the new plan.

Superintendent Weet feels that he is on sure ground and his judgment is confirmed by the results found at every step in the new plan so carefully and so thoughtfully inaugurated.

The children and the families alike are benefiting by the new courses, and it is easily shown that there is no waste of time, no misdirected energy and no friction in the working out of plans for the interests of pupils.

A.

WOMEN AUTHORS

Nellie B. Allen, author of "Geographical and Industrial Studies," a series of school books dealing with life industries in each of the continents, a six-book series, is one of the best equipped students and teachers of Geography among the women of the United States. She is a graduate of the Salem State Normal School, and has been a student at Harvard, Cornell and Clark Universities. She is a member of the National Geographical Society, of the American Geographical Society, of the Executive Committee of Massachusetts Branch of National Council of Geography Teachers. She taught at Hampton Institute, Virginia, five years, has been principal of three different schools in Massachusetts, and is now at the head of the Geography Department of the Fitchburg State Normal School. Address, Fitchburg, Mass.

Miss Maud Parmly, author of one of the most popular series of Readers, has been a devoted student of art, physical training and biology at Cornell, at Harvard and at the University of the City of New York. The "Parmly Method of Reading" is challenging the attention of teachers, superintendents and specialists in education. There are now a First, Second and a Third Reader and a Teachers' Manual. Address, Bruce Street School, Newark, N. J.

Florence E. Hastings, A. M., Wellesley College, is the author of "Studies in German Words," and joint author of "A Table of German Nouns." Miss Hastings is a graduate of Wellesley College, and has studied for three

years in Berlin University, and taught German in Grinnell College, before coming to the German Department of Wellesley.

Elizabeth W. Smith, author of "Modern Course in English," is a native of Georgia, was educated in the normal school of Athens, Georgia, in the State University of Georgia, the University of Tennessee, and the University of Chicago. She is teaching in the high school of Sparta, Georgia.

Emma Conley, State Inspector of Domestic Science, Wisconsin, is the author of "Nutrition and Diet" and "Principles of Cooking." Miss Conley was educated in the State Universities of West Virginia and of Minnesota. Before her promotion to state work she was at the head of the Domestic Science work in the Oshkosh Normal School.

Florence H. Richards, M. D., author of "Hygiene for Girls," is eminently qualified to treat the subject, as she has done, sanely and skilfully. Dr. Richards is a graduate of the University of Pennsylvania, and has specialized in her brand of medicine in many of the medical colleges and hospitals of America, and has had an unrivaled opportunity to master her subject by instruction and hospital leadership in many of the best medical institutions and hospitals of Philadelphia. She was in general practice in Philadelphia for ten years. She is now medical inspector of William Penn High School for Girls in Philadelphia, where she may be addressed.

Ada Wilkie Carnell of Buffalo, author of

"The Swallow Book," and of many magazine articles, is one of the American women interested in education who knows Southern Europe, especially Italy, almost like a native, being a member of the Societa Dantesca of Florence. Her address is 410 Elmwood Avenue, Buffalo.

M. Louise Baum has been one of the most prolific writers of good things in verse, in essays, in music, in geographical science, and one of the best translators of songs, operas, oratorios and charming books like Ernest Candeze's "Adventures of Grillo." Some one has styled her "the flying buttress" of many publishing houses like Ginn & Co., G. Schirmer and Oliver Ditson. Few writers are better known in Boston. Address, 108 Gainsborough Street, Boston.

Fanny Comstock has specialized in the dramatization for school use of such attractive classics as "The Courtship of Miles Standish," "The Lady of the Lake," and in the authorship of "A Dramatic Version of Greek Myths and Hero Tales," and "A Dickens Dramatic Reader." Miss Comstock is a graduate of the Bridgewater Normal School, and has taught in the Castine (Maine) Normal School and the Bridgewater Normal School. Address, Hubbardston, Massachusetts.

Eva F. Buker, joint author of the Buker-Felton arithmetics, is head of the Department of Mathematics of the Brooklyn Training School for Teachers. She is a graduate of the Oswego Normal School and Bates College.

"DUTIES"

Idaho rural school teachers are advised of some of their duties to their communities in an uncommonly frank and applicable set of suggestions compiled for them by Miss Addie M. Ayer of the Lewiston, Idaho, State Normal School in the "Handbook for Rural Teachers" published by the State Board of Education at Boise.

Here are eight "duties":—

1. Visit all homes and get acquainted with the patrons.
2. Study conditions from all angles so as to adapt the school work to the needs of the community.
3. Live in the district seven days in the week during the school term.
4. Keep a school contract unless honorably released by trustees.
5. Be loyal to pupils and patrons.
6. Conduct yourself outside of school so as to win respect for yourself and your profession.
7. Stay more than one year in a district unless a change means decided professional and financial advancement.
8. Arouse an interest in the school and do your part to educate patrons to the need of a better school to meet the demands of the present day by
 - (a) Urging them to visit schools.
 - (b) Loaning them literature to show what is being done all over the country for rural regeneration.

- (c) Getting them acquainted with the modern methods of teaching.
- (d) Explaining the plan as laid down in this handbook, to give a better division of time for the school day and school year.



A TYPICAL SEMI-RURAL SCHOOLHOUSE
NEAR OROVILLE, CALIFORNIA

A LETTER AND ITS REPLY

BY THOMAS C. BLAISDELL

Dean, School of Liberal Arts, Pennsylvania State College

I recently received the following letter from an eighth grade boy. It is here reproduced exactly as received as far as type can reproduce it. The names of course are changed.

Mt Lebanon Mich.

March 3, 1916.

Dear Sir:

The 8th Grade of the Elson school has ask me to write you and ask you about a sentence in the "Steps of English" The sentence is "For a man to rich is a disgrace" The pupils in our class think that "Rich" ought to be an Adverb While the teacher dont know wether it is adverb or Attribute complement. Hoping to hear from you soon. I

remain Sincerely yours,

Percy Gordon
1012 Lemon Ave.
Mt Lebanon Mich.

8th Grade.

I not infrequently receive letters from grammar grade pupils. This is rather better than the average. I answered the letter as follows:—

State College, Pa.,
March 10, 1916.

Mr. Percy Gordon,
1012 Lemon Ave.,
Mt. Lebanon, Mich.

My dear Percy:

In the sentence "**For a man to die rich** is a disgrace," *rich* is an adjective, an attribute complement following the infinitive *to die*, and modifying the noun *man*. In this sentence the word *die* is used as a copula.

The words commonly used as a copula are all forms of the verb *be* and of the verb *become*. Occasionally, however, other verbs become copulative in nature, as, He *died* rich, He *arrived* safe, He *felt* happy, etc., etc.

May I say to you that a lad in the eighth grade should be able to write a very much better letter than the one which you wrote? It would be of much more value to your class for your teacher to spend every day for the rest of this year in teaching you to write letters, than to spend the time in studying anything



PLAYGROUND ACTIVITIES, GARFIELD SCHOOL, JOPLIN, MO.

in technical grammar. There is some technical grammar that pupils in the eighth grade should know; but it is far more important that they should all learn to write a letter in perfect form. I am taking the time to correct your letter in red ink in order that you may see how many errors are in it. May I ask you to say to your teacher that I hope she will find time to have every boy and girl in the eighth grade write at least one hundred letters during the rest of this year? Further, may I ask her to mark every letter zero in which there is a single error in the letter form? I mean by this, every item in the perfect letter form should be included, every punctuation mark, and every capital letter.

I thank you for writing me. Will you write me at the end of the school year and tell me how many letters your teacher has required you to write?

Very truly yours,

Thos. C. Blaisdell.

With this answer I returned the letter marked in red ink so as to read as follows:—

1012 Lemon Ave.,
Mt. Lebanon, Mich.,
March 3, 1916.

Mr. Thos. C. Blaisdell,
State College, Penna.

Dear Sir:

The 8th grade of the Elson school has asked me to write and ask you about a sentence in "Steps in English."

The sentence is, "For a man to die rich is a disgrace." The pupils in our class think that "rich" is an adverb, while the teacher doesn't know whether it is an adverb or an adjective used as an attribute complement. What is it?

Hoping to hear from you soon, I remain,

Sincerely yours,

Percy Gordon.

How is it with your pupils, grammar school teacher? If they should write me, what kind of letter would they write? Why not test them and see whether they can do better than Percy did? Will it not be wise for you to have your boys and girls write letters during the rest of the school year rather than waste time over matters having no possible value? Percy could not possibly make an error in the oral use of the word "rich." What difference does it make whether it is an adverb or an adjective? He did make an error

in writing it with a capital letter. How much wiser for him to learn to write it with a small letter!

Are your pupils getting value returned for the time you are giving to the teaching of English?

A CODE FOR TEACHERS

It is a recognized fact that rapidly changing social conditions are bringing into the educational world many new problems the solution of which requires expert knowledge and skill and the power to assume responsibility. The need is imperative for thoughtful men and women capable of guiding the development of all types of children. Work worthy to be called professional demands an unselfish spirit of co-operation; it partakes of the nature of social service; it must show resourcefulness in meeting constantly changing requirements and it must take into consideration the human interests involved.

In order to secure unity of purpose and to inspire high ideals in the work of education, the Levana Club, of Worcester, Mass., adopts the following Code:—

"Character. We believe that the first qualification for the teacher is a character of the highest type. A teacher should strive to be absolutely honest in every detail of life; to be just and generous; to be free from selfishness and jealousy; to see beyond the petty concerns of private convenience and pleasure; and to stand for what is best in the life of the community.

Personality. We believe that every teacher should cultivate that superior power which unconsciously transmits values, attitudes, and ideals, and creates an atmosphere of refinement, culture, and dignity.

Social Relations. We believe that the teacher should have an interest in the fundamental problems and purposes of modern social life so keen and so vital that the reaction to the situations of school life and classroom instruction will be true to the larger aspirations of the outside world.

Attitude. (a) We believe that we should give one another loyal co-operation, mutual support, and deferential treatment in all professional and business relations. (b) We believe that both appreciation and frank constructive criticism should be given honestly and kindly, and should be welcomed as a stimulus to better work. (c) We believe that the teacher's attitude towards the pupils should be sympathetic, and that the child's individuality should be respected. (d) We believe that our attitude towards teaching

should be professional and not commercial; that we should put public service before personal gain. (e) We believe that each individual teacher should feel a personal obligation to maintain a high professional standard.

Organization. We believe that organizations of teachers should recognize their responsibility towards the whole body, and in taking action should regard the honor and credit of the profession. We believe that any use of such organizations for selfish gain or political control is un-professional.

Professional Preparation. We believe that adequate preparation both in scholarship and in professional training is necessary that we may invigorate life through knowledge and make constant progressive adjustments to changing needs.

Positions. (a) We believe that the recognized basis for appointment to any position should be moral and educational worth together with fine personality. (b) We believe that it is unprofessional to attempt by any means to secure a position which has not been declared vacant. (c) We believe that it is unprofessional for any teacher to use the influence of politicians, of publishing or supply houses or of any agencies which may be affected by motives other than those of public interest. (d) We believe that a contract is a business obligation which cannot be set aside without the consent of both parties concerned.

Press and Public. We believe that it is unprofessional for a teacher to betray any confidence concerning the school, the teachers, or the pupils, or to make public or give to the press any information which should come from other sources.

SHAKESPEARE TERCENTENARY CELEBRATION

The celebration of Shakespeare's Tercentenary on April 23, 1916, finds its biggest and widest stage in the public schools.

Philadelphia school leaders (like those in New York, Chicago, Boston and other prominent centres) are alive to the opportunity afforded by the anniversary and for impressing and imparting facts of literary and historic importance.

Superintendent of Schools Garber has outlined a Shakespearean program, adaptable to all grades, including interesting incidents or legends of Shakespeare's childhood, his life at Stratford, and his career in London; some account of Queen Elizabeth and others of Shakespeare's contemporaries; the habits and customs of the 16th and 17th centuries, etc.; carried out by talks, readings, recitations, stereopticon views, etc.; and in co-operation with the home and school associations, the alumni associations, and kindred groups. Among older pupils the observance takes the form of an instructive entertainment, including music, dramatic performances, tableaux and country dances.

Lecture-recitals on the music of Shakespeare's time and of Shakespeare's theatre, pictorial and critical addresses, and recitals in costume from Shakespeare's works are among the features of the more formal programs.

The University of Pennsylvania (with Harvard, Boston and Columbia, N. Y.,) has made Shakespeare the topic of its educational lectures this spring, there being wonderfully fine addresses by expert educators on the various phases of Shakespearean history every Wednesday at 4 p. m., in Houston Hall, April 19 (the closing one) being on "Shakespeare and the Bible" by Dean Josiah Penniman.

Various schools and colleges of New York City have united with the Drama League, the New York Sym-

phony Orchestra, the English Folk Dance Society and other bodies, for the New York state celebration, among the leaders being President N. M. Butler, Columbia University, and Mayor Mitchel.

Festivals, readings, musical programs, Elizabethan masques, pageants and dramatic performances are scheduled for the New York schools and colleges. Classes and competitions in morris and sword dances are provided. Percy Mackaye has written "a community masque" designed as a climax, which enlists professional actors and thousands of trained amateurs, in choral, dance and processional interludes, and will be performed in other cities after the New York production.

Women's Clubs everywhere have been co-operating with the schools for the observance of the Shakespeare Tercentenary. Pennsylvania club women's program includes play-writing contests, folk dancing and motion pictures of Shakespearean plays. Trees to be known as Shakespeare's trees are planted in many sections through the efforts of club women, as a feature of Arbor Day exercises by public schools.

J. A. Stewart.

A LETTER ABOUT MARBLES AND SWEARING

My dear boys: Will you listen to me while I say a few things about playing marbles, and perhaps a word about swearing?

First, about the marbles. It is fun to play marbles. Every healthy boy likes to play marbles. I used to play marbles myself. I should rather like to play marbles this minute. Boys will play marbles when the spring comes, year after year, year after year—long after you and I are gone from the face of the earth. I am asked quite often if I think it is right to play marbles "for keeps." To this question I suppose I ought to answer no. Playing marbles for keeps is a kind of gambling, and gambling is a dangerous thing. If a gambler loses, he loses what he cannot afford to lose. If he wins, someone else loses what he cannot afford to lose. Furthermore, if he wins, he grows to think that it is easy and right to get something for nothing, which is a big, big mistake. Gambling leads to hell about as fast as anything I know. This is the great danger from gambling. So I say it is better not to play marbles for keeps. Under no circumstances is it right to shake dice or play cards for marbles, money, or for any other thing of value. I do not say that you must not play marbles. I cannot stop you from playing marbles if I wished to do so. My advice is, however, don't play for keeps. It is better not to play with fire.

Now, about swearing. There are good words enough in our language to express every thought and feeling that may come to us. It is a sign of brains to use words correctly. Thoughtful people are always sorry when they make mistakes in the use of English. Thoughtful people are ashamed of themselves afterwards if they happen to say a nasty or a profane word. If someone whom you respect should say nasty or profane words, you would lose your respect for that person. Even boys who swear or say vulgar words lose their respect for other boys who swear or say vulgar words. To use bad words is silly. It is a sign of yellow streaks inside. The really successful men are the clean-minded men. The really hopeful boys are the clean-minded boys. Clean-minded men and boys, successful and hopeful men and boys, do not cheapen themselves by using nasty or profane words.

I have not tried to preach to you. I have tried to tell you some facts. Don't gamble, and try not to swear, my boys. It will pay you in dollars and cents. It will pay you in the friends you make. It will pay you in a

fuller measure of self-respect. It will pay you in a fuller measure of happiness for yourselves and the world.

I am with kindest personal regards

Your friend,

Arthur Deerin Call.

TECHNICAL GRAMMAR

In the autumn I read in your Journal an article on this subject that interested me, and I thought when I had time I would comment on it, and so second the writer's ideas.

Technical grammar is a bugbear to the great majority of seventh and eighth grade pupils, and why not? It is abstruse reasoning. It is a cold storage of facts upon the science of language, and is never shipped into the market of everyday use of English.

It is as far removed from the pre-adolescent or even the adolescent boy and girl as trigonometry, astronomy or analytical chemistry.

Why then spend period after period, and half hour after half hour after school in the grades on such facts? Does the writer stop to think the use of the infinitive he uses? Does the orator stop to think if his clause is restrictive or non-restrictive? No, he writes or speaks as the expression fits the idea.

Why then teach the eight uses of the infinite or the six uses of clauses and phrases, or the eight uses of the objective case? Nonsense! Drop out one-half now taught in many of our schools. The English in the high schools does not utilize this knowledge even if the pupil had retained it that long. None do, not even those who received "par excellence" in the grammar school. We could mention textbook after textbook and prescribed course after prescribed course which include it. Result? Natural, perfectly natural, abhorrence of grammar by the great majority of grade pupils.

In foreign language work the declensions and conjugations, etc., are put right into constant use, and hence satisfy the "reason to be" in the pupil's mind. Not so with our English technical work. At least two bad results obtain: First, they tend to create a general dislike for education; they affect the whole curriculum, even in cases to dropping out of school, if age permits. Second, a waste of valuable time, and loss of what

might be substituted. A waste that affects the child, the family and the taxpayers.

I am glad I was born in time to be fitted in grammar from a little book of some seventy-five pages known as "Tower's Grammar." I enjoyed it, and still use its rules and facts in daily work and teaching. Then I was given Green's Analysis, which was equally interesting, direct and simple. Compared with the several copies of grammars on my desk pleading for adoption, they stand out as simplified grammar, and I firmly believe they were all sufficient then and would be today.

You may think me old and a foggy, but I speak from experience, and I never heard a schoolmate express hatred for grammar. Let us return to the homœopathic doses in this subject and abandon the allopathic grammarians. Then I believe the clear, concise English will be better taught, more generally written and spoken than is now the case in school or out of it by the common user of our language in life and business.

Simplified grammar will give time to develop the spoken English in the schoolroom, and the written paragraph that is expressive and clear. Recently a class which had been dwelling on infinitive and participles for some time, was given a test to write four important sentences upon a well-known subject. Ninety per cent. failed. "I cannot stop to do such work," said the teacher, "for if I do I will not be able to cover the prescribed work in the grammar." I know one teacher who had only one written exercise in a semester in order to get through the grammar. She is a stickler for fine recitations and gets them, but her whole class hated grammar, and freely expressed their dislike.

These are not exceptions, at least, not in the effect upon the pupils. What then? Burn all book two's in the series. Teach rational, simplified grammar. Get the spoken English that is full of expression. Get the written paragraphs that are smooth, clear and finished. That which counts in life.

Yours truly,

George Winch.

Manchester, N. H.,
January 29, 1916.

BOOK TABLE

ITALIAN GRAMMAR. By C. H. Grandgent, professor of Romance Languages, Harvard University. Revised by the author and provided with new exercises and vocabularies by E. H. Wilkins, associate professor of Romance Languages, University of Chicago. Boston: D. C. Heath & Co. Cloth. 190 pp.

Professor Grandgent's Italian Grammar, long recognized as the standard for American classes, is here presented in a radically revised edition, in which the author has had the assistance of Professor Wilkins of Chicago University. In the words of the preface, the old grammar has been so thoroughly overhauled that it now presents itself almost as a new book. The most radical change is the dropping of the old model Italian texts and of the English selections for translation, and the substitution for the lessons and exercises added to the second (1904) edition of an entirely new series of lessons, prepared by Professor Wilkins. The grammatical part of the book as now constituted covers the first ninety-six pages, and is entirely free from reading or composition exercises, being a complete systematic treatment of Italian grammar, unusually rich in illustrations. The subject of the verb is adequately covered, and an alphabetical list of irregular and defective verbs is provided to facilitate reference to the proper paradigms. The terminology recommended by the American committee on grammatical nomenclature is used throughout.

The new lessons, forty-one in number, afford opportunity for drill in the principles of grammar, for translation of Italian, and for composition. Special

vocabularies are provided for most of the earlier lessons. The material is practical and interesting. Additional exercises on pronunciation, notes on reading Italian verse, the usual vocabularies, and an index complete the book. A feature is the system of diacritical marks by which the quantity of the accented vowel of every Italian word in the book is marked.

Professor Grandgent is our foremost American Dante scholar, and his collaborator is a recognized authority on Boccaccio. Both are teachers of the first rank. It is not to be wondered at, therefore, that the result of their labor is such a conspicuous example of the union of profound learning and eminent pedagogical skill.

MODES OF RESEARCH IN GENETICS. By Raymond Pearl. New York: The Macmillan Company. Cloth. 182 pp. Price, \$1.25.

Social activities and tendencies good and not good are responsible for the keenest kind of interest, scientific and popular, educational and religious, in all phases of genetic problems. The interest is so tense as to be not wholly healthy unless it is balanced with heroic scientific corrections.

The author of "Modes of Research in Genetics" has approached the subject in a most interesting way because he has dared to be unconventional without being unscientific. He has defied many traditions, while with equal courage he has refused to accept any of the fanatical specifics that afflict society.

He has made no slight contribution to modern

genetic science. He has studied the practical problems of experimental breeding with plants and animals and has gone somewhat farther in his faith in the conclusions to be drawn therefrom than is customary with scientists with less courage and more reverence for traditions.

This is an admirable book for any one who wishes to know the latest word on genetics from a man who is a scientist but not a worshiper of mummified theories, who has seen a new light but is not chasing rainbows.

A LABORATORY MANUAL IN GENERAL SCIENCE. By Otis W. Caldwell, W. L. Eikenberry and Charles J. Pieper of the University of Chicago School of Education. Boston: Ginn & Company. Cloth. Illustrated. 134 pp. Price, 50 cents.

This manual provides all the necessary laboratory work to accompany the "Elements of General Science" by Professors Caldwell and Eikenberry, two of the three authors of the manual. The exercises are the result of the co-operative work of a number of high school teachers through several years and have been tested with successful results with more than 1,000 pupils.

Common problems and common materials are made the basis of the work, since common and simple phenomena are more educative than those which are unusual and complex.

There are ninety-four exercises and some supplementary exercises. All are simple, and in many cases two or three can be covered in a single laboratory period. The supplementary exercises suggest alternative experiments, often with more complex apparatus, to bring out a given point. After most of the exercises additional problems are provided to serve as the basis of discussion and application of the ideas presented in the body of the exercise.

A BRIEF SURVEY OF ENGLISH AND AMERICAN LITERATURE. By Frederick M. Tisdell, University of Missouri. New York: The Macmillan Company. Cloth. Illustrated. 220 pp. Price, 85 cents.

One of the insistent demands of the day is for teachers of special subjects who have the courage not to be "thorough." With all the subjects which must be learned and with departmental teaching of the various branches, it is a tragedy whenever teachers are so absorbed in their subject and so conscientiously devoted to it that they try to have high school students learn everything about the subject. And many textbooks enhance the evil by overloading the book with material. An improvement is dawning. General science is relieving the high school student of much that has been a burden in special sciences, and now literature is beginning to waive much of the detail.

Here is a book that is intended especially to meet the needs of secondary schools in which only a moderate amount of time is devoted to the history of literature, and where a brief survey of English and American literature in a single volume is desired. Study about literature is reduced to a minimum in order that as much time as possible may be given to the study of the literature itself. Study about authors whose books the student will never read is of doubtful utility. The plan of this book is to give a very brief account of the progress of English and American literature, to mention only the most important literary productions, to suggest very briefly their connection with the life of the period in which they were produced, and to point out in a general way their significance as pieces of literary art.

THE UNIVERSAL PLOT CATALOG. By Henry Albert Phillips. Larchmont, N. Y.: Stanhope-Dodge Publishing Company. Cloth. 157 pp. Price, \$1.20.

"The Universal Plot Catalog" is in brief an examination of the elements of plot construction combined with a complete index of plot subjects. It might better be called a progressive plot category in which the source, life and end of all dramatic conflict and plot matter are classified. There are eleven chapters that take up the subject in a cumulative manner that makes the work a practical treatise for students of constructive literature. The nature of all plot material is first made clear. Discrimination between plot material and the completed plot is discussed. The relation of plot to literary construction is then fully established. The

Plot Catalog itself embraces more than two thousand subjects.

MARBOT A AUSTERLITZ, A JENA, ET EN ESPAGNE. (Selections from the Memoirs of General Marbot, 1805-08). Edited with exercises by A. Wilson-Green. New York: Longmans, Green & Co. Cloth. Frontispiece and maps. 108 pp.

This volume contains selections from the memoirs of one of Napoleon's dashing young officers, who was an interesting raconteur as well as a "beau sabreur." According to Conan Doyle, Marbot's Memoirs form "the first of all soldier books in the world." It is therefore not to be wondered at that their popularity has never declined, and that schoolboys (and school-girls, too) find them irresistibly attractive. The most exciting periods (outside of Russia and Waterloo) of Napoleon's career—Austerlitz, Jena, Spain—are represented in the selections, which cover sixty-six pages. The editor has provided thirty exercises based upon the text, which consist of indicated grammatical reviews, passages of English for reproduction in French and questions for conversational drill on the subject matter of the text, on words and phrases used therein, and on grammar. The book is suitable for pupils of fourteen or upwards, who have studied French for two years. A companion volume, "Marbot a Ratisbonne," has been similarly edited.

PITMAN'S SPANISH COMMERCIAL READER. By G. R. Macdonald. New York: Isaac Pitman & Sons.

As our intercourse with South America becomes closer and more far-reaching an acquaintance with the Spanish language would seem a necessity. This little book in a few pages gives such information as every traveling man should have on his tongue for immediate use. It contains a vocabulary of great value.

LESE-UEBUNGEN FUER KINDER. By Martin Schmidhofer (supervisor of German, Chicago public schools). Illustrated by Joseph Kahler. Boston: D. C. Heath & Co. Cloth. 102 pp. Price, 35 cents.

This is an introductory German Reader for children, very elementary in character, and so constructed as to hold the child's attention. The pictures are splendid pen and ink drawings, at least one accompanying each lesson and serving as a basis for it. There are sixty-five of these lessons in Part One. Part Two contains about twenty-five poems and the words and music of fourteen German songs. The book is suitable for the use of English-speaking pupils who start the study of German in the grades, as well as for those who have had some German at home.

BOOKS RECEIVED

- "A Practical Arithmetic for Beginners." By T. A. Bockman.—
 "Stories of Thrift for Young Americans." By M. T. Pritchard and G. A. Turkington. Price, 60c.—
 "Short Stories for Oral German." By Edvard Land Krause.—
 "A Practical Elementary Chemistry." By E. W. McFarland. New York: Charles Scribner's Sons.
 "The American School." By W. S. Hinchman. Price, \$1.00. New York: Doubleday, Page & Co.
 "What is Education?" By E. C. Moore. Price \$1.25. Boston: Ginn & Co.
 "Europa's Fairy Book." By J. Jacobs. New York: G. P. Putnam's Sons.
 "Dramatized Scenes from American History." By Augusta Stevenson. Price, 60c.—
 "Ryant's 'The Hired House.'" Edited by S. K. Sims. Boston: Houghton Mifflin Company.
 "A Trip to South America." By Samuel M. Waxman. Price, 50c. Boston: D. C. Heath & Co.
 "The Merill Readers." Fourth Reader. By Dyer and Prady. Price, 52c. New York: Charles E. Merrill Company.
 "Work-a-Day Doings on the Farm." By Emma Serl. Price, 32c. New York: Silver, Burdett & Co.
 "Commerce and Industry." By J. Russell Smith. New York: Henry Holt & Co.
 "Engineering as a Career." Edited by F. H. Newell and C. E. Drayor. Price, \$1.00. New York: D. Van Nostrand Company.
 "Problems in Firm Woodwork." By S. A. Claiburn. Price, \$1.00. Peoria: The Mutual Arts Press.
 "Robert of Chester's 'Liber'—translation of the Algebra of Al-Khowarizmi." Notes by L. C. Karpinski.—
 "Community Civic." By Field and Nearing.—
 "American Municipal Progress." By Charles Zuehlke. Price, \$2.00.—
 "The Principles of Agronomy." By Harris and Stewart. New York: The Macmillan Company.
 "Being Well Born." By M. F. Guyer. Price, \$2.00. Indianapolis: Babb-Merrill Company.
 "Species and Varieties." By Hugo DeVries. Chicago: The Open Court Publishing Company.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

APRIL.

- 12-15: Schoolmen's Week, University of Pennsylvania, Philadelphia. Professor Harlan Updegraff, University of Pennsylvania, chairman.
- 13-15: Louisiana Teachers' Association, Lake Charles, La.
- 13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.
- 16-20: Southern Conference for Education and Industry, New Orleans, La.
- 16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.
- 19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.
- 20-22: Eastern Arts and Manual Training Teachers' Association, Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.
- 20-22: Georgia Educational Association, Macon.
- 21-22: Wisconsin Superintendents and Supervising Principals' Association, Milwaukee. William Milne, Merrill, Wis., secretary.

MAY.

- 1-3: Georgia County School Officials' Association, Moultrie, Ga.
- 5: Wisconsin Arbor Day.
- 8-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.
- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

JUNE.

- 26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

OCTOBER.

- 13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

- 20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

- 2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

10-11: New England Association of Colleges and Secondary Schools, Walter Ballou Jacobs, secretary.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. The Women's Educational and Industrial Union offers through its Appointment Bureau and Research Departments a year's course in vocational guidance equivalent to graduate work. The course aims to fit women of adequate preliminary training to become vocational advisers in public, grammar and high schools or social agencies by providing them with a knowledge of industrial conditions and methods of industrial investigation and use of statistics; and by supplying such other training as is essential, including some practical application of principles and methods studied.

The course covers an academic year, and begins September 20, 1916. For the year 1916-1917 the class will be limited to six women who have had experience in teaching or social work, and who in the judgment of the director seem especially fitted to profit by the training offered.

WINCHESTER. Principal Elbert C. Wixom of the high school here has resigned to accept the high school principalship at Auburn, N. Y.

NEW HAMPSHIRE.

PORTSMOUTH. Twenty-six Farragut School pupils presented a little play, "The Theft of Thistle down," in High School Hall last week, in connection with the final observance here of Baby Week.

The fairies, all costumed in silver and white, opened the entertainment with a pretty folk-dance. Maye, the fairy queen, preceded by her herald, and attended by Wild Rose, Sweetfern, Trillium, Violet, Bluet and Marigold, brightly-arrayed maids-in-waiting, came in and ascended her throne. Burr, Bramble, Blueberry, Baneberry, Blackberry and Burdock, the Pixie adventurers, appeared in brown costumes and told of their wanderings. Thistledown, most mischievous of the Pixies, was missing.

At last she trudged in, bringing in a clothesbasket an amazing little creature, an earth-baby. She related how she had soared too near earth, and, overpowered by black, poisonous smoke from factory stacks, had sunk into earth's atmosphere. Then she told to the wondering fairies and pixies the ignorance displayed by earth-people in caring for their babies. The queen declared that for her theft Thistledown must return to earth and remain there until she had taught earth people the proper care of babies.

Principal Alice Mildram deserves great praise for drilling the children in this play. It went off smoothly and delightfully. After the play stereopticon pictures were shown for the instruction of mothers. The correct ways of caring for babies were explained. Mrs. Mary I. Wood pre-

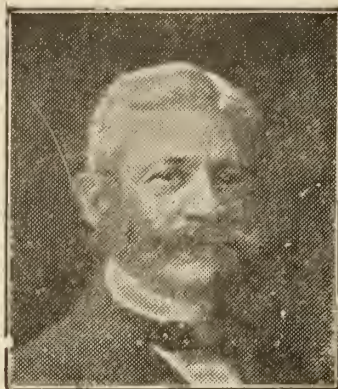
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sided at the meeting in the absence of Mrs. Lucius H. Thayer.

Monday evening in High School Hall Professor Richards of New Hampshire College gave the seventh lecture in the extension course. His subject was "College Life at Home and Abroad."

RHODE ISLAND.

PROVIDENCE. Military drill in secondary schools was declared to be of doubtful value by Massachusetts Commissioner of Education David Snedden, speaking before the Fourteenth Annual Meeting of the Brown University Teachers' Association. In view of this uncertainty he urged instead a simpler and more robust physical training than is now found in city schools, small-calibre rifle practice, and the promotion at state expense of summer camps with much physical and some military training.

"Athletics must be so adjusted," he said, "as to give scope to all who will participate, and obligatory forms should be devised for the minority who will not volunteer. Gymnasiums should be limited to corrective work and dancing, or be dispensed with. Swimming should be carried on out of doors. 'Hikes' in stormy weather should be arranged. Indoor quarters, apparatus and equipment should be reduced to the minimum."

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

PHILADELPHIA. The trustees of the University of Pennsylvania have granted the petition of students asking for the installation of a course of military training at the university under the direction of the war department.

CENTRAL STATES.

INDIANA.

CHICAGO. Professor James Fleming Hosc, head of the department of English in the Chicago Normal College, has been employed to give courses on the teaching

of English in the Junior High School in Teachers' College, Columbia University, during the coming summer. One of these courses will deal with reading and literature and the other with composition, grammar and spelling. Both will bear directly upon the re-organization of the work in the seventh and eighth grades and in the first year of the high school.

LAFAYETTE. The board of trustees of Purdue University has voted an appropriation of \$150,000 for the construction of an armory to replace the one recently destroyed by fire.

GREENCASTLE. This city has had an experience similar to that of South Bend and Evansville. In each instance friction resulted in an attempt to depose the superintendent.

Superintendent H. A. Henderson of this city has had his salary for next year cut twenty-five per cent. and rather than accept the reduction resigned. J. V. Masters, principal of the high school, also resigned.

INDIANAPOLIS. The State Vocational Conference was a well-attended and very instructive meeting of superintendents and teachers of vocational subjects. C. A. Prosser, of Minneapolis, L. S. Hawkins, Albany, New York, C. R. Richards, New York City, Walter Sargent, Chicago, and Miss Elizabeth Rowe, Minneapolis, were leaders in the broadest sense of the word. The state department is following this conference with a series of district conferences.

The gift of land valued at \$100,000 by James Whitcomb Riley was the subject of much praise at the laying

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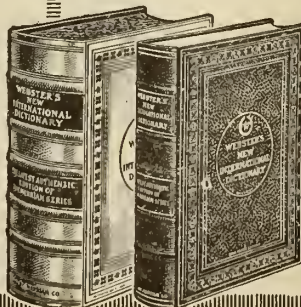
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of the corner stone of the new half-million-dollar public library recently.

IOWA.

WATERLOO. Pre-vocational guidance in the upper grades and high school, the development of the work of the ungraded room and the special assistance teachers, and the enlargement of the facilities for hand-work and manual training in the lower grades are the most promising fields open in educational work today, according to Superintendent Charles W. Kline.

Since the opening of school in the fall the pre-vocational guidance work has been taken up in the high school alone. With the opening of the spring term it was introduced in the seventh and eighth grades. This new study is offered in an effort to acquaint the boys and girls with the different vocations and professions in order that they may be better able to choose what they want to do after they have left school.

CEDAR FALLS. The new consolidated schools at Hudson and in Orange township, which will be ready for occupancy in the fall, will be practice schools for graduates of the Iowa State Teachers' College. The agreement entered into with the directors of the Orange township and Hudson consolidated schools was coincident with the introduction of a new

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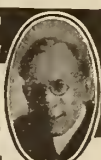
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special course in Teachers' College curriculum especially designed to fit teachers for work as consolidated school heads. This course was the result of a growing demand for such special training, an outgrowth of the rapid increase of the consolidated school in Iowa. There are at present 163 such schools in the state, according to the latest statistics available.

Under the agreement just made Teachers' College faculty will act in an advisory capacity to the consolidated schools, and students taking the new course of study will be given a "finishing" by a term of actual service in one of these consolidated schools. The closest kind of co-operation between the schools and colleges is contemplated, the same kind that now exists in the system of "demonstration" schools—some sixteen rural schools of one and two rooms in this section—now co-operating with the Teachers' College rural school extension department.

Professor Macy Campbell is at the head of this extension service and will direct the same work in the new consolidated schools. He is confident that these two schools will eventually become known as the foremost consolidated schools in Iowa.

The one in Orange township is to be housed in a \$50,000 brick building and the one at Hudson in a similar structure. There is a friendly rivalry between the two communities in the way of community progress that promises great advancement for both schools. Orange township has already become nationally known through its practical adoption of the co-operative plan for marketing eggs and products, for its \$100,000 community church and unusual community social and educational progress it has made. The church and school form the centre of community life and no farmer ever moves to town from Orange township when he retires from active farming.

Government Positions for Teachers

All teachers should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. J 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

MICHIGAN.

ANN ARBOR. James B. Angell, president emeritus of the University of Michigan, died at his home here April 1.

As one of the foremost educators of his time, Dr. Angell had the incidental distinction of being the oldest college president in point of service in the United States. With his combined terms as head of the University of Vermont and the University of Michigan he had been a college president for forty-eight years. He was a pioneer in the great system of State universities and co-education. He conferred degrees on nearly 2,500 graduates, 200 of whom were women.

Born in Scituate, R. I., January 7, 1828, James Angell served during his early manhood as a farm hand on his father's estate and attended Brown University. At twenty-four he was invited to become a professor of modern languages in the university. Among students in his classes were Richard Olney and John Hay.

During the later years of his work at Brown, Professor Angell wrote editorially for the Providence Journal, and found this so much to his liking that he abandoned his academic work to become the editor of the paper.

Angell remained in charge of the Journal during the Civil war period, unfailingly loyal to the government; but at the conclusion of the strife he accepted a call from the University of Vermont to become its president. This, in 1866, was two years before Dr. Charles W. Eliot received his appointment at Harvard.

After his five years in Vermont, Dr. Angell gave way to insistent calls from Michigan, and accepted the presidency of the State University here in 1871.

During his administration the student body increased from 1,207 to 5,188. The annual appropriations rose from \$38,000 to \$660,000. The faculty grew from thirty-nine members to 400.

"I am frequently asked how I account for this phenomenal growth," explained President Angell modestly. "It is due in a large measure, I think, to the excellence of our faculty."

His fellow-educators, however, bestow a larger measure of credit upon Dr. Angell. Dr. Finley, of the New York State Board of Education, says:—

"President Angell has put the lower rung of the college within the reach of every high school graduate in Michigan, to give him every incentive to climb for higher education. The mechanism has grown under his hands until it has become the largest and most complete of its kind."

As a diplomat, Dr. Angell gained

international distinction. He was sent by President Hayes as minister to China in 1880-81. During this time he acted as commissioner in negotiating important treaties. He was appointed by President McKinley as minister to Turkey in 1897. His public service also included appointments to the International Commission on Canadian Fisheries and chairmanship of the Canadian-American Commission on Deep Waterways from the Great Lakes to the sea.

In 1875 Dr. Angell wrote a book on the progress of international law and he became a recognized authority on international relations. It is said that he, more than any other man, was responsible for the Chinese exclusion act, and, as minister to China, it devolved upon him to reconcile the Chinese to this discrimination against them. He did this most skilfully, and the treaties which he later negotiated with China resulted in a period of most amicable and profitable trade relations.

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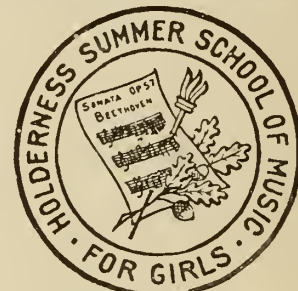
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The Week in Review

Continued from page 366.

IMMIGRATION AND
ILLITERACY.

By a large majority the House has passed the bill which proposes to apply a literacy test to immigrants, and to exclude aliens over sixteen years of age who, if physically capable of reading, are not able to read the English language or some other language or dialect. The aim of the proposed legislation is to relieve the country of the burden of supporting a large ignorant population of alien birth, drawn hither by the expectation of finding better conditions than those existing in the country of its origin, and more or less of it inevitably destined to our poor-houses and prisons. As to the wisdom or necessity of such legislation, there may be room for doubt; but bills with this end in view have been three times vetoed—by President Cleveland, by President Taft and by President Wilson, and, if the present bill gets through Congress, it will pretty surely meet the same fate.

A WHACK AT THE MERIT
SYSTEM.

There is a certain type of politician who never misses an opportunity to take a whack at the merit system in the civil service. The war with Spain was scarcely over before the attempt was made in the Massachusetts Legislature to give Spanish war veterans the same preference in civil service appointments which was given to veterans of the Civil war,—and this although most of them were young men, and many of them had not seen any fighting. The attempt has been often renewed since. Now, there has been slipped into the Senate Army bill, at Washington, a provision giving to all enlisted men of six years' military service practically an absolute preference in the civil service upon the mere certification of a board of commissioned officers appointed by their respective commanding officers. This in place of any tests or examinations.

The Goldfish Farms of Japan

Among the fishes cultivated in Japan, none receives more attention than the goldfish, which holds a prominent place in the lives of the people, writes the United States commissioner of fisheries, in The Youth's Companion. China, probably, furnished many years ago the original stock from which the numerous varieties of Japanese goldfish have been bred. It is said that in the old feudal days in Japan, even when famine was abroad in the land, the trade in goldfish still flourished.

The present demand for goldfish seems to be unlimited; many thousands of persons, men, women and children, make a living by growing goldfish for market, and hundreds of peddlers carry the fish through the city streets or along the country roads in wooden tubs suspended from shoulder bars. The leading goldfish centre is Koriyama, where there are 350 "farms" at which the different varieties of goldfish are bred. The common forms of goldfish are well known in the United States, but some of the most striking varieties have not yet been introduced here.

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Raymond Dixon and Chorus
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Reinald Werrenrath and Chorus
- 17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.)
Victor Male Quartet
- 17644 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)
Raymond Dixon and Harry Macdonough
- 35235 Act II, Scene 1. Recitation: The Duke's Speech.
Ben Greet
- 17163 Act II, Scene 7. Recitation: The Seven Ages of Man.
Frank Burbeck

CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.)
Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address.
Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia.
Olive Kline
- 16912 Act III, Scene 1. Recitation: Soliloquy.
Frank Burbeck
- 17115 Act III, Scene 2. Recitation: Hamlet on Friendship.
Ben Greet

KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell.
Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.)
Raymond Dixon
- 64252 Song: Take, O Take Those Lips Away. (Bennett.)
John McCormack

MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke.
Frank Burbeck
- 55060 Act III, Scene 2. Song: Tell Me Where Is Fancy Bred? (Stevenson.)
Lucy Marsh and Reinald Werrenrath
- 64194 Act IV, Scene 1. Recitation: Mercy Speech.
Ellen Terry

MERRY WIVES OF WINDSOR

- 35270 Overture. (Nicolai.)
Symphony Orchestra of London
- 17724 Song: "Greensleeves" (very old).
Raymond Dixon

MUCH ADO ABOUT NOTHING

- 17702 Act II, Scene 3. Song: Sigh No More, Ladies. (Stevens.)
Raymond Dixon
- 17115 Act II, Scene 3. Recitation: Benedick's Idea of a Wife.
Ben Greet

MIDSUMMER NIGHT'S DREAM

- 31819 Overture. (Mendelssohn.)
Victor Concert Orchestra
- 31159 Wedding March. (Mendelssohn.)
Pryor's Band
- 55048 Wedding March. Victor Herbert's Orchestra
- 35238 Selection of Principal Airs. (Mendelssohn.)
Pryor's Band
- 55060 Act II, Scene 3. Song: Ye Spotted Snakes. (Mendelssohn.)
Victor Women's Chorus
- 5863 Duet: I Know a Bank. (Horn.)
Mrs. Wheeler and Miss Dunlap
- 17209 Trio: Over Hill, Over Dale.
Mrs. Wheeler, Misses Dunlap and Baker

TWELFTH NIGHT

- 17662 Act II, Scene 3. Clown's Song: Oh, Mistress Mine. (W. Byrd.)
Raymond Dixon

OLD ENGLISH DANCES

- 17801 Row Well, Ye Mariners. Jamaica. Victor Band
- 17845 The Butterfly. Three Meet. Victor Band
- 17846 Goddesses. Tideswell Professional Morris. Victor Band
- 17847 Kirkby Malzeard Sword Dance. Flamborough Sword Dance. Victor Band
- 17087 May Pole Dance: Bluff King Hal. Minuet: Don Juan. (Mozart.) Victor Band
- 17160 Country Dance: Pop Goes the Weasel. Victor Band
- 17086 Morris Dance. Victor Band
- 17329 Ribbon Dance. Victor Band
- 17328 Shepherd's Hey. Victor Band

POEMS AND SONNETS

- 88073 Lo, Here the Gentle Lark. (Bishop.)
Nellie Melba
- 64267 Lo, Here the Gentle Lark. (Bishop.)
Alma Gluck

ROMEO AND JULIET

- 88302 Juliette's Waltz Song. Tetrassini
- 88431 Lovely Angel. Farrar-Clement
- 70102 Fairest Sun Arise. Lambert Murphy
- 35234 Selection. Pryor's Band
- 17866 Juliet's Slumber. (Gounod.)
Victor Concert Orchestra

OTHELLO

- 88338 Act I. Brindisi (Clank the Wine Cup). Pasquale Amato
- 83466 Act II. Othello's Creed. Titta Ruffo
- 87071 Now Forever Farewell. Enrico Caruso
- 89075 We Swear by Heaven and Earth. Caruso-Ruffo
- 35279 Act IV. Desdemona's Song—Oh, Willow, Willow. Olive Kline
- 83149 Ave Maria. Melba
- 74217 Death of Othello. Zerola



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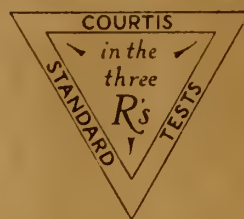
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A. E. WINSHIP, Editor

RURAL SUPERVISION IN TENNESSEE

BY MISS JENNIE BURKES, CUMBERLAND GAP, TENN.

Superintendent of Claiborne County

When the subject of "Rural Supervision in the Mountain Sections of the South" was chosen it was my plan to tell true stories of actual experiences as told or written to me by various county superintendents and supervisors whose every-day work is confined to the rural schools in the mountains. But I soon found that this story-telling would take too much time and that I could not enter fully into the spirit of another's story.

"For the truth which another has won from nature or from life is not our truth until we have lived it. Only that becomes real or helpful to any man which has cost the sweat of his brow, the effort of his brain or the anguish of his soul."

This then is my apology for confining my subject to the narrow horizon of my own experience as superintendent of schools in the mountains of Tennessee.

Perhaps the highest type of supervision for the rural schools in the mountains is expected to come directly from the county superintendent. But his duties are so numerous that efficient supervision along any specific line becomes a physical impossibility. A country teacher has well said: "When the superintendent is most needed, he can't be found; and when he is least wanted, he is certain to appear."

If a supervisor is a person who changes a teacher from what he is to what he ought to be, we are willing to admit that much time and money have been wasted in the South on account of the lack of such ideal supervision. However, investigation shows that wherever supervisors have been employed their supervision has generally tended toward the upbuilding of our schools. It has also been found that a successful supervisor or superintendent in the mountains *should* be a rural school specialist and a professional educator. He *must* have an exceptional degree of enthusiasm, a passion for service, the courage of the uninitiated and the nerve of an Ex-President!

Claiborne County lies in the Cumberland mountains of East Tennessee, and is a typical mountain county so far as ruggedness, bad roads and low property assessment are concerned. Three years ago when I became superintendent of the Claiborne County schools, I found myself

confronted with every problem known to education. Our school fund was small on account of our very low assessment; our school term was only three and one-half months; our teachers were poorly paid, and likewise poorly qualified; our buildings unspeakable; our equipment—nothing.

Undoubtedly our most valuable asset was a County Board of Education, consisting of five men who had little schooling, but an abundance of common sense, rugged honesty, wholesome spirit and willingness to do something for the betterment of our schools.

We learned that every Board of Education should have a clearly-defined, definitely planned school policy so our slogan for the first year became Better Schools and a Longer School Term. After a series of educational campaigns conducted in every district of the county, the Court met and raised our public school levy from thirty-five to sixty cents, which in

turn raised our school term from three and one-half months to five months and allowed better salaries for our teachers.

Before our schools opened the teachers were assembled in a county institute for three weeks, where they were given special training along the public school subjects and a little psychology.

With the courage which only the inexperienced know we took our schools out of politics, abandoned recklessly old customs and established a new order of administration. The last straw fell when the Board employed a rural supervisor of schools. The people considered this action a piece of unheard-of extravagance and questioned its legality. The Court at its next session took up the matter and voted against the employment of a supervisor by a majority of seventeen to five. When this honorable body were told that they had absolutely nothing to do with the hiring of a supervisor, they settled back with this question, What *will* she do next?

The answer came a few weeks later when the county, state and federal government, under the Smith-Lever bill, employed a county agricultural agent to help the farmers in their work. We hope that these agricultural object lessons will speedily bring about an economic revolu-



MISS JENNIE BURKES

tion, because it is an economic problem, fundamentally, that our mountain people have to face.

The indifference of the country people toward the schools and the unsightly school buildings and grounds compelled us to adopt for our slogan for the second year A School Improvement Association for Every School.

Appropriations from the county and state made it possible to have a very much better institute for our teachers the second year. For four weeks some of the best educators of the state gave a course, including practical psychology, public school music, primary methods, story-telling, games and plays, agriculture, home economics and special lectures on History, English and Sanitation. At the close of this institute the teachers unanimously adopted these items of standardization:—

1. School graded.
2. Library and bookcase.
3. House painted; repair roof, doors, windows and locks.
4. School flag.
5. Drinking fountain or water cooler with individual cups.
6. Time piece (clock preferred).
7. Globe, maps, good blackboards and erasers, waste basket.
8. Brooms, duster and sprinkler, or oiled floors.
9. Cloak rooms or racks for hats and caps.
10. Flowers in yard, on table or in window.
11. Neat school grounds.
12. Sanitary outhouses.
13. First-aid remedies.
14. An inventory showing everything received and added during the year.
15. Two pictures well framed and additional picture each year.
16. Call bell for class use.
17. Proper seating.
18. Proper ventilation.
19. Proper heating (stove jacketed).
20. School Improvement Club.
21. Activity of teacher in church and Sunday school.
22. Attendance at teachers' meetings.
23. Daily schedule posted (including daily study and recitation periods).
24. Taking and reading at least one educational journal.
25. Minimum of at least three public gatherings at school.
26. Visiting every home or reason for failure.
27. No tobacco or alcoholics used by teacher or pupils.
28. Personal supervision of pupils at play.
29. Neat personal appearance of teacher.
30. Orderly assembling and dismissing of pupils.
31. Reading of Bible at opening exercises.
32. Neatly kept register, with daily roll call.
33. Domestic arts at home or school; two exhibits from at least one-half of the girls.
34. Manual training at home or school; an ex-

hibit at close of school from at least one-half of the boys.

35. Subscription to at least one daily newspaper.

36. School exhibit to county fair.

Every school that complies with seventy-five per cent. of the items of standardization will be classed a standard school; eighty-five per cent. a superior school.

This was a very progressive and courageous step the teachers had taken when we consider that the best equipped school in the county at that time could not measure up to half standard. Every school made an effort toward standardization, and through the earnest work of teachers, patrons and pupils, at the close of the school year out of the one hundred and two schools, there were twenty-nine superior schools and fifty-two standard schools.

We know that our schools have not fulfilled their whole mission until they reflect the everyday life and activities of the country people, so our slogan for the past year began Better Education for All. Through the volunteer service of some of our teachers a number of moonlight schools were organized and nearly one hundred adult illiterates were taught to read and write while scores of men and women extended their education along subjects of their choice.

In the mountain sections the one-teacher school is at present a necessity. As our roads become improved and our people take on a more comprehensive idea of the true meaning of education we may hope for consolidation in a small way, but the one-teacher school, like the poor, I fear, will always be with us. Yet in spite of existing conditions the Board has abandoned by elimination or consolidation twelve small schools.

We believed that in our valleys consolidation was possible, roads or no roads, if the people really wanted it. We argued, if good roads will bring consolidation of schools, why won't consolidated schools bring good roads? The state and county each appropriated one thousand dollars to foster the idea of consolidation and this two thousand dollars was offered to the community that would raise the largest amount toward the construction of a model consolidated school building. And today there stands in Powell's Valley on seven acres of land a beautiful brick building where the children from three one-teacher schools and one two-teacher school are enjoying advantages they never knew before.

At its very next session, the County Court issued pike road bonds to the amount of \$377,000, so that good roads may go hand in hand with good schools in Claiborne County!

This year our increased assessment will give us at least a six-months' school term. Our teachers' salaries have been raised until we shall not hold a county institute but require our teachers to attend a state normal school or the Summer School of the South. Another county agent under the Smith-Lever bill has been employed to organize girls' evening clubs and to do extension work in home economics.

With all the forces I have mentioned hammer-

ing away on the same problems we believe we have made a foothold in the wall of true education by which we may climb to better and higher standards. There are many counties in Tennessee and the South that have accomplished more than we have, but I know of none whose teaching force is so loyal in service, so willing to work and so sweet about it.

By this time I hope that I have proved that the rural teacher *is* the school. Of course visits from the supervising teachers and the superintendent may inspire the efficient teacher and may help the inefficient teacher in her work, but if these visits are not frequent, the supervision does very little good. Any supervision, however, is better than no supervision, for even that will help to keep the superintendent in closer touch with the schools than if there were none. Much will be done for education when our teachers

can be brought to realize that the greatest problem we have is "How to make our schools affect the community life." And how to do it is a question that can be settled only by the individual teacher working for the greatest good of her own community. Thus the problem of rural supervision in the mountains lies largely with the teachers, who must, in isolated communities, become the leaders of public opinion.

When our schools can be led by teachers in intimate touch with community life and ideals, then our children will learn to love nature for its own sake and the mountains for their beauty and freedom not to be found elsewhere. And the teachers who have such provident vision and can help others to see the better and larger life are—in truth—prophets who will lead our children out of the wilderness into the Promised Land.—Detroit Meeting.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

NOTABLE WESTTOWN SCHOOL

The Quakers are as interesting a people as can be found under the Starry Flag, and they are especially interesting educationally.

It has been my privilege to know their educational institutions, their colleges at Swarthmore and at Richmond, Indiana, and most of their academies in Belmont County, Ohio, at Wilmington, Delaware, and especially in and about Philadelphia, but the most notable of all their academies to me I had not seen until in March last I was at Westtown School, about fifty miles out of Philadelphia. Here on 600 acres is a preparatory school established a hundred and seventeen years ago (1799), always thrifty and always scholarly, in which there has never been a teacher who was not of their Quaker faith and practice, and with an enrollment above 200 they have never admitted a student who is not of the same strain of Quaker faith. Although the teachers are loyal to the faith of the fathers they have mostly been educated at such colleges and universities as Columbia, Cornell, Wellesley, Earlham, Mt. Holyoke and Haverford, Bryn Mawr, Michigan Agricultural College, Ohio State University and Teachers College. Of the twenty-five teachers in the Westtown School, twenty-one are graduates of standard colleges and universities.

Is there any other school in the United States more than a hundred years old of any Protestant faith in which there has never been teacher or student of other than that faith?

What makes this all the more remarkable is that this faith has relatively so few communicants. Nevertheless they have enrolled this year 220 students, of whom 204 are preparatory students, and these young men and women of Quaker faith come from Palestine, Syria, Cuba,

Japan and from eighteen states, and four of these states are in New England.

Despite its age and exclusiveness, it is as interesting a preparatory school, scholastically and educationally, in standardization and progressive ideals, as I know. The location is beautiful, the buildings and equipment adequate and every way appropriate for educational use.

Although college preparation is the major purpose and those standards are scholastically high, there are also the latest and best in the industrial and domestic arts, and agricultural courses are to be installed next year.

For \$175 these young men and women, about an equal number of each, have room, table board, laundry, heat, light, tuition, and everything from table board to library privileges is absolutely first-class.

Of course this student payment is not adequate to meet the expense, but the most loyal alumni body of which I know has raised a large endowment fund, and every special need is supplied by this same Alumni Association whenever the need is made known. This Alumni Association has already contributed nearly \$200,000.

In every respect they maintain the orthodox faith and practices of the fathers, but they have also inherited practices that are most attractive, such as hunting, fishing, camping and boating. Their love of nature is intense.

Nowhere do I know a school whose students get more joy out of life than here.

On the grounds is a fourteen-acre lake which furnishes skating opportunities without limit in winter, and canoeing and fishing in summer.

Almost literally every young man has his own canoe made by himself in the manual training shops of the school.

The latest that is best is insisted upon by superintendent, principal and faculty.

HOME AND SCHOOL

BY A. O. THOMAS

State Superintendent, Nebraska

These two institutions are vital elements in our democracy; where one is found there the other should be also. The parent and the teacher are striving not against each other but together for the same earnest cause, the ideal of useful manhood and womanhood in a free government where the people are themselves supreme. Parent and teacher should be true friends, understanding each other, earnest and frank in all their associations, in all they do and say affecting one another.

Home and school should be the pleasantest and most attractive places in the community, for about them cluster the noblest influences of life. The effort and the effect of the two should be to make home life more efficient in bringing happiness and high ideals to the family. I know of no better means of accomplishing this end than to extend the home period of the youth. Under the present-day system a country youth who seeks an education finds his real home life cut off at an early age. The average age of the country child who completes the common school is about fourteen; he catches the spirit of the times and concludes that in order to win the goal of his ambition he must secure an education. Soon after he secures his promotion from the eighth grade he says: "Father, I wish I could go to high school."

Father and mother hold a conference. They know that those who are equipped with the right sort of an education have the better chance, and after planning and figuring for days and perhaps weeks, they are decided. The boy's wish becomes the law of the household. When the time arrives for the opening of the fall term of the high school, the small bundle is prepared and the youth sets out upon his journey. He finds it necessary to board in town and can get home only at week-ends, but he grows accustomed to it and father and mother submit to what seems to them the inevitable. The lad is eighteen when he is ready for college; he has become aware of the still greater advantage accruing from a higher course, and the parents again consent. The visits home are less frequent, the boy is but a visitor as he returns at term-ends. Gradually the two elements of the home drift apart. When college days are over, the young man enters business or takes up his profession, not on the farm and at home, but among strangers. The home life is inevitably shortened, the boy loses the home and its insubstantial influence just when he can least afford it, while the home loses the boy life.

No wonder the home would permit the boy to

neglect his education rather than to make the greater sacrifice. And this condition is common in Nebraska. The responsibility in society, in business and in government must rest upon the shoulders of a generation largely without the benefits of secondary education. It is a known fact that the great mass of our people will not go long distances to school, either elementary, secondary or college, and the only sure way is to bring within reach of the home as much of the school as we desire to become common. In most parts of the state no legitimate reason hinders the project.

Who will deny the child the inalienable right of association with his kind? It is his inheritance and should be well safeguarded. The independence of the child and his need of the society of childhood are important factors in his ultimate ability to fit with proper nicety into his real sphere when he becomes a man. No wonder the average rural child becomes discouraged with his environment and longs for the time to come when he can break his prison walls for freedom. In the small, rural school there is little opportunity for the development of the child's interests—those things which form the world in which he should live. There are not sufficient numbers to permit him to engage in those elements which develop his initiative, his ability to adjust himself to community influences; no opportunity to develop the power to mould environment into opportunity; small opportunity to develop the man within him.

Small numbers preclude choice of agreeable companions, preclude the organization of a ball team; teams for stock-judging, spelling squads, excursions, fishing parties and a world of child interests are sorely wanting. By bringing together larger groups as is possible and wholly practicable under the proposed new conditions, these added facilities for youth development bring greater contentment and prepare the young for their best service. Youth life, school spirit, community interest and home itself are prompted by this movement and the cry of "back to the farm" dies away as the need of it ceases to exist.

"But," you say, "it will cost so much!" Are not the home and the child worth it? Yes, when we study the situation carefully and from close range, we discover that the cry of increased cost is not warranted and most communities would be able to provide the full twelve grades for what they eight now cost. The larger area and the joining of forces will reduce the outlay and increase the efficiency.—Report.

The theory of mutation assumes that new species and varieties are produced from existing forms by sudden leaps.—Hugo De Vries.

THE MEANING OF TUSKEGEE—(I)

BY W. J. BUTTON

Glendale, California

Although his eventful life presents an attractive field for the biographer, it is not my purpose, in these articles, to write a personal history of the remarkable man whose recent death *The Outlook* justly called "A National Calamity"; but it is rather my purpose to give a glimpse of his wonderful character through a brief study of the famous school he founded. My subject, therefore, is "The Meaning of Tuskegee"; and when I speak of the educational ideas and achievements of Tuskegee, we are to think of its creator, for in the largest possible sense Tuskegee is the creation of one master mind.

At different times it has been my good fortune to visit Tuskegee. My enthusiasm for the "Tuskegee Idea" is such that I should like to give a full and clear picture of this great training school for life. But Tuskegee in organization, in operation, in influence is so varied and extended that it is impossible to comprehend it, in its fullness, without long and serious study. I shall try to explain the fundamental idea of education held and practiced at Tuskegee, and the manner of its application. And thus I think the reason for the rise of this school within a quarter of a century to world-wide prominence and influence will become apparent. I shall try to interpret, somewhat, the meaning of the Tuskegee movement—the immortal achievement of Booker T. Washington.

Born a slave, by dint of his genius he rose to a position of influence and usefulness second to no man of his time. Like Lincoln, he sprang from common soil, and like Lincoln he met in life a great opportunity; like Lincoln, he was prepared when the opportunity came; and again like Lincoln, he rose to sublime heights in the service of his fellowman—a benefactor of both the black and the white race.

While Tuskegee Institute must ever remain Booker T. Washington's greatest monument, he achieved distinction in other lines of human endeavor. As an orator he had few equals, and as an author his books alone would have brought him fame. His principal publications are his autobiography, "Up From Slavery," "Working with the Hands," "The Man Farthest Down," "The Story of the Negro" and "Character Building." All of his writings are characterized by a high and definite purpose, by sane judgment, good taste and pure English. For every word he uses he gives the reader an idea. Of the many excellent books written for the guidance of young people in good morals, good manners, good habits and good sense, I know none equal in practical wisdom to his "Character Building." Here are a few extracts taken from the chapter on Education which will illustrate the stimulating common sense of this admirable volume of plain talks to Tuskegee students:—

"Education is meant to give us an idea of truth. Unless you get the idea of truth so pure that you cannot be false in anything, your education is a failure." "Education is meant to make us just in our dealings with our fellowmen. . . . to make us absolutely honest . . . to make us give satisfaction and to get satisfaction out of giving." "The educated man is the one who knows where to look for information upon any subject upon which at any time he may need information." "Learn to think. If you cannot think you will be of no use to yourself or any body else." "Teach by word and action simple, right and honest living." "In a word education is meant to give us that culture, that refinement, that taste which will make us deal truthfully with our fellowmen, and will make us see what is beautiful, elevating and inspiring in everything God has created."

"Up From Slavery" and "Character Building" are two books that should be in every library, and young people as well as old should be encouraged to read them.

Dr. Washington tells us in his autobiography that in literature Lincoln was his patron saint. Doubtless his own simple and forceful English was greatly influenced by his careful study of the great emancipator's writings.

Harvard University bestowed upon him the degree of Master of Arts, and Dartmouth College honored him with the degree of Doctor of Laws. In his visits to foreign countries Dr. Washington was received with such distinguished attention and honors as are accorded to but few men. The fame of the man had preceded him, and without racial prejudice and with great enthusiasm he was received at his true value, and honored accordingly.

Dr. Washington in addition to his other high qualities was the possessor of a very keen and capable business brain. To illustrate this it is related that some years ago Andrew Carnegie sent him a check for a comparatively small sum to use in his educational work. Upon receipt of this check Dr. Washington reasoned thus: "Mr. Carnegie is not fully aware of the work Tuskegee is doing—else he would give us a greater sum,—which we very much need. If it goes out to the world that the amount of this check is Mr. Carnegie's measure of Tuskegee it will influence others to belittle our work and to limit their aid to small amounts." But what was to be done? After careful consideration Dr. Washington returned the check to Mr. Carnegie with a frank statement for so doing. He took the risk. Mr. Carnegie afterwards made a personal investigation of the work done at Tuskegee, and has since given more than half a million dollars to the institute, and placed at interest a large sum for the support of Dr. Washington and his family—

"so that," as Mr. Carnegie explained, "in carrying on his great educational work Dr. Washington might always be free from financial care and anxiety of a personal character."

When the slaves were freed in 1865 a nameless negro boy about six years old went to work in a coal mine in West Virginia to support his mother and himself. The story is told that the child was so fond of books that he was called a "booker"—hence his first name. When after many cruel disappointments and denials he was allowed to go to school, he was asked by his teacher for a last name as well as for a first name, and as he afterward said, he chose a good one, "Washington." Thus starting in life without a name he made one for himself which will never die.

With an unquenchable thirst for knowledge he began while working in the mine to study in such books as he could find. One day hearing two miners speak of Hampton Institute he started at once, walked five hundred miles, and after untold hardships that would have utterly crushed one of ordinary mould, he was finally admitted to the classes of this great school. He did all manner of chores for a meagre living, and finally got the rudiments of an education, became a teacher at Hampton, and while there was selected by General Armstrong to take charge of what was to be a normal school for colored people in the little town of Tuskegee, Alabama.

WHAT SHAKESPEARE DID

BY JOHN BENNETT

"What were his achievements? And why do we call him great?

"No other writer of drama has such lasting power over our laughter and tears.

"Others painted a dull world; Will gave us Arcady.

"Where other men draw marvelously, he gives us the life itself.

"With infinite skill and infinite zest he heightens comic effect by beauty.

"He left us his lyrics, faultlessly lovely, and unrivaled, yet, for melody and fancy as radiant and as pure.

"With an exquisite sense of appropriateness he made of our common language structures of

loveliness so consummate as to alter its usage forever.

"He brought English historical drama to its perfection and to its close. When he laid down the untangled skein there was no one to take it up.

"He opened to highest tragedy a range of undreamed sublimity, and with unparalleled invention created or refreshed a gallery of human types as true to nature as to art, almost endless in variety and matchless in vividness.

"His supreme gift to dramatic art is the great gift of character-drawing. In masterly drawing of character he remains unapproachable.

"He used every type of humanity fit for tragic or comic art.

"None ever framed a woman of prouder or sweeter stuff, or so shrewdly drew her April charm, or so woefully showed to what terror her gentleness may be turned.

"None other ever so made the ghastly and appalling natural.

"Or so drew the coarseness and fiendish malignity of an Iago side by side with Desdemona's gentle purity.

"Or with such matchless eloquence and irresistible pathos painted the terrible, inexorable Jew.

"No other so provokes us to laugh at human folly, shudder at human crime, or shrink aghast from horror; yet keeps unchanged our pity and love for fallen humanity.

"With the highest secret of comic art, he discovered the sadness of laughter, and put wisdom in the mouth of fools.

"In 'Romeo and Juliet' he wrote the epitome of all songs or stories of youthful passion and romance that ever were told or sung.

"His vocabulary is so vast, his knowledge so comprehensive, that others seem beggars who have been to a feast and come away with the scraps.

"Yet the greatest gift his genius shows is his knowledge of human hearts and his infinite sympathy.

"There was no one like him in his day; there has been no one like him since; and we all shall live a weary while before we see his like again."
—April St. Nicholas.

Our strength grows out of our weakness. Not until we are pricked and stung and sorely shot at, awakens the indignation which arms itself with secret forces. A great man is always willing to be little. Whilst he sits on the cushion of advantages, he goes to sleep. When he is pushed, tormented, defeated, he has a chance to learn something; he has been put on his wits, on his manhood; he has gained fact; learned his ignorance; is cured; has got moderation of the insanity of conceit; and real skill.—Emerson.

BOY SCOUT MOVEMENT

BY JAMES E. WEST, NEW YORK

Chief Scout Executive

The appeal to the boy's imagination through the word scout, the recognition of the principle of self-government and the placing of a boy on his honor, have all been very effective. Likewise the total absence of the use of the word "don't," or anything of a negative character, has been effectively cared for by placing emphasis upon "do."

A scout promises upon his honor to do his duty to God, his country and to obey the scout law, that he will help other people at all times and that he will keep himself physically strong, mentally awake and morally straight.

The scout law requires a scout first of all to be trustworthy. That means he must not lie, cheat or deceive, but keep every trust sacred. A scout is loyal to all to whom loyalty is due, including his scout leader, his home, his parents and his country. A scout is prepared, through the special program of scouting activities, to save life, help injured persons and to do at least one worth-while good turn daily. A scout is courteous, especially to women, children and old people, and he must not take any pay for his acts of courtesy or kindness. A scout is cheerful even when facing hardship and drudgery. A scout is thrifty; he not only recognizes his obligation to pay his own way, but realizes his duty to help carry the burden of worthy causes and the needs of his country. A scout is brave and does what he knows is right in spite of jeers and threats. A scout is clean in body and thought, stands for clean speech, clean sport, clean habits and travels with a clean crowd.

Every step in the scouting program is for character development and good citizenship. The variety and interest, as well as the practical knowledge insured by the tenderfoot, second-class, first-class, and various merit badge tests, are, after all, but a means for holding the interest of the boy, pledged to the scout oath and law; under such leadership as will bring about character development. This character development manifests itself in health, efficiency, chivalry, loyalty, patriotism, good citizenship and joyous living. Time will not permit a detailed description of the plan of organization and methods of procedure, but in order that all interested might be accurately informed we are placing in your hands with our compliments a copy of the official handbook, giving all of this information.

The Boy Scout idea is a movement rather than an organization and merely seeks to supplement existing agencies for the education of the boy. The scout movement makes available a carefully selected leadership for the boy's leisure time and endeavors to supply the required environment and ambitions through games and

out-door activities which lead a boy to become a better man and a worth-while citizen.

The scout movement is not seeking to displace established educational agencies, nor does it undervalue the absolute necessity of schoolroom instruction for all boys just as long as practicable.

Scout-craft includes instruction in first-aid, life-saving, tracking, signaling, cycling, nature study, seamanship, camp-craft, wood-craft, chivalry and all of the handicrafts.

A boy takes up a hobby with the same zest that he plays tennis or football and this hobby under proper leadership may lead him to the realization of the thing he is best fitted to do as a life work. In other words, we transfer the effort of the boy from idle plays or harmful mischief to vital achievements.

As an organization, the scout movement is not military in thought, form or spirit, although it does instill in boys the military virtues, such as honor, loyalty, obedience and patriotism. It also gives them practical knowledge of the principles of hygiene, sanitation and actual camping experience and physical training. The uniform, the patrol, the troop and the limited drills are not for military purposes, they are for unity, harmony and rhythm of spirit that help in dealing and doing things together as scouts that boys absorb the force and truth of the scout law which states that a scout is a friend of all and a brother of every other scout.

The movement has been developed on such broad lines as to embrace all classes, all creeds, and at the same time to allow the greatest independence to individual organizations, offices and boys.

The Boy Scouts of America has just celebrated its sixth anniversary. It has troops organized in all parts of the country and in all of our possessions. During the past year there was an increase of forty-six per cent. in the enrollment. In every community the best type of citizenship is represented in the leadership provided.

A recent study of the qualifications of 7,067 men who hold commissions as scoutmasters shows that about sixty-five per cent. of them are college men and that over eighty per cent. have either a high school or a college education. 1,655 give their occupation as clergymen and 790 as public school teachers; others are professional men, journalists, students and men engaged in mechanical or mercantile pursuits. In practically every one of the 350 chartered councils, the public schools are definitely represented through the service of the school superintendent on the executive board and in many cases the school superintendent serves as president of the council.

THE LATIN METHOD

BY E. W. BUTTERFIELD
Dover, N. H.

Recently I visited the high school in a manufacturing town and seated myself in the English room as the junior class came into their recitation. Promptly the teacher began. "Attention, attention! Page 191, middle of line 10. This is advance. Read the original, John Koblinsky." "Please, ma'am," said John, "we read to the end of the line yesterday. Miss Murphy, she had it." Mary Murphy blushed coyly, the class smiled and nodded enthusiastically, secure in gaining a half line. "Very well," said the teacher, "of course we won't read it again. Go on, John." "Gra-she-ous slow-to arn-gar-and plenti-ous-in maer-cy he will not al-ways chi-de-ne-a-ther will he-ke-ep his an-gar for-ev-er—he hath—"

Eagerly I strained my ears. It was a foreign language. But what? I caught no familiar word. At this moment a colored maiden saw my difficulty and with slight confusion hurried forward with her book. "Excuse me for not giving you my book before," she whispered. "We are reading right here," and she pointed out the place. I gazed in surprise. It was English, very familiar English; the 103rd Psalm in the King James version! The teacher, seeing my puzzled expression, turned to me and said: "I will explain to you, sir. For many years I have been a teacher of Latin and have appreciated its peculiar discipline and training of the will. No other study can be made so diverse from the carnal interests of youth, and when it is thus made uninteresting and difficult and distasteful, it gives a great field for the development of the mind. Then we develop concentration and will and judgment, and our pupils graduate with trained minds."

"All of this," I replied, "have I been taught from my youth up."

"But, sir," she continued, "you cannot know how hard I have labored with this ideal. Always I have been able to cause to fail or leave the class each year a third of the pupils and sometimes even a half. But as Gideon tested his soldiers, so have I retained the choicest and sent them out truly educated."

"I am sure," I said, "that these have met with great success."

"Well, no. Unfortunately the world is so commercial that it frequently does not appreciate these well-disciplined minds. But some, sir, have worldly success. They are professors in college, teaching Latin and passing on this same invaluable discipline to the young women who are soon to teach in our high schools. And all, whether called successful or not, have the feeling of satisfaction and superiority that such discipline gives."

"Those who in your classes failed?" said I. "Doubtless they have failed in life also."

"No. The world is so crass and material that it often accepts such as leaders. Many of these have commercial, mechanical and political

success, but they lack the satisfaction of true scholarship." As I nodded my appreciation of her difficulties, she continued: "Unfortunately, degenerate parents of this day prefer their children to study such commonplace and vulgar matters as civics and bookkeeping and cooking until, speaking figuratively, the Roman temples are deserted. In my perplexity I went to Doctor Secundus Aorist Grammaticus, research professor on the Digamma Letter at my alma mater. He advised me thus: 'The Latin, the Greek and mathematics of the high schools are now taught as they should be. We must make the English of equal disciplinary value.' 'English!' said I in scorn, for it seemed that English was below the attention of the Latin teacher. 'Yes,' said the professor. 'English contains many of the elements of Latin, and can be used to discipline the mind. Divorce it from all human interests, make it logical, and teach it exactly as you now teach Latin.' This is what I am now doing. Read on in the original, Angeline LeFlamme."

Again I turned my attention to the hobbled class as it stumbled along reading in the unintelligible "original." "Boot the marecy of the Lord is from averlarsting to averlarsting oupon them thart fear him, and his right-e-ous-ness oupon children's children." (Here be sure to trill your r's, drop your h's, lengthen the vowels, and read slowly.)

There was no attempt to show the dramatic strength of this hymn. Its beauties were not suggested, nor was there any comparison with other great literature. No one felt that the mighty king, remembering Samson and Saul and Jonathan and Absalom and the long rough way from the Bethlehem sheep pasture to the ivory throne, was now in humility saying: "Bless the Lord, O my soul, and all that is within me, bless His holy name."

Instead of this, they pecked words from the surface as vultures tear flesh from a carcass. Petro Gallio read: "Bless the Lord, O my soul, and forget—," then he conjugated *forget* in the preterite singular, gave the entire imperative conjugation and declined the supine. Olaf Olson read on. "Not all his benefits, who healeth all thy diseases, who—" and tried to explain intonation and the acoustic qualities of verbs.

The class then stopped and was drilled in concert on the vocalic verbs with the *ai* vowel changed, and was especially urged to remember the peculiarity of *grind*, an OE strong-stem verb with the principal parts "grindan, grand, grunden," as they would find the word next spring when they read: "Two women will be grinding in a mill," and they might as well learn it now.

"So that thy youth is renewed like the eagle's," read Ruth Richman, a Yiddish maiden, and upon us then burst a flood of figures. I heard not only simile, but zeugma, ellipsis, and anacoluthon. "Are not some of these so rare that you will not find use for them?" I asked.

EXPERIMENTAL SCHOOL STORES

BY RUBY E. SHEARER

Primary Supervisor, Portland, Oregon

Believing that through association with real things children develop independence and initiative, the superintendent of the Portland public schools has introduced the experimental store into several classrooms. This feature was taken up also on the theory that children become intensely interested in whatever seems to them a part of real life. Buying and selling, weighing and measuring, keeping accounts and making change are a part of the grown-up world of real living. Is not this the reason that every child loves to play store? The work of the past year fully demonstrates that the experiment is well worth the **while**.

by manufacturing firms in Oregon. The measuring cups, scales and paper money were provided by the school board.

There is no doubt of the fact that pupils in the schools having stores are improving in the art of conversation. Inasmuch as children must think before speaking, they are encouraged to plan their purchases before addressing the store-keeper. It is interesting to note the difference in the ways in which children introduce themselves and their missions. A pleasant "Good morning, Mr. Blank, isn't this a beautiful morning?" or an abrupt "How much is that can of coffee?" has its effect sooner or later. Since



TYPICAL CLASSROOM STORE

Association with these real things has proved that genuine interest challenges the attention of the pupils. They are thus led into subjects of language—both oral and written—nature study, geography and arithmetic by their own initiative and the results are decidedly beneficial. Correlation of subjects is the keynote of success in this experiment.

The equipment of each store consists of shelves, a stock of dummy material, a set of measuring cups, a set of grocer's scales and \$200 in cardboard coins as a medium of exchange. The shelves were made by the boys of the manual training classes. The "stock" was given gratis

children are imitators to a greater or less degree they acquire mannerisms that they admire in others. Such expressions as, "Have you got any tea?"; "I'd like a pound of that there butter," "How much are them pickles?" etc., are changed into the proper expressions at least during the classroom exercise. This emphasizes the correct habit of speech and by degrees the common errors are eliminated, one by one, from the vocabulary of the individual child. Professionally this might be called drill in oral language.

Enlarging upon the greater possibilities of the benefits to be derived from oral expression, pu-

pils are encouraged to search for material which tells of the planting, cultivation, harvesting, manufacture, transportation and distribution of food stuffs in which they are particularly interested. This research work acquaints pupils with the use of the catalog in the library, the use of indices in books, and perhaps gives them their first insight into the value of choosing important information by the process of elimination. This work, of course, is done with such subjects as coffee, tea, rice, etc., that are not natives of Oregon. In dealing with products whose natural habitats are Oregon, observations are made from the growing product itself. Pupils understand that when they are prepared they will be given time in which to present this information to their classmates to be known as "talks" or dignified perhaps by the term, "lecture." Ordinarily the information thus given would be called nature study.

In connection with the information gained about the foreign product there is an unavoidable association with geographical conditions, both physical and social. In tracing the routes both by water and by rail, pupils gain some knowledge of commercial geography.

Just as mature individuals capitalize their ideas into financial form, these pupils capitalize their knowledge into tangible form. As a result they prepare "papers" on the subject corresponding to their "talks." In order to obtain creditable results, pupils realize that all words must be properly spelled and that the mechanics of written composition must be correctly observed. When interest prompts such an effort these difficulties will care for themselves, as long as the sympathetic encouragement and wise direction of the teacher manifest themselves. It is thus that the principles of written language may first challenge the attention of mere children.

Making rapid and accurate mental calculation is an asset that is keenly acquired. Exercises in the four fundamental operations are given practical value. Bill-making, business letter forms, discount, check-writing and professional courtesies all are provided for in a practical way. Weighing and measuring of bulk materials are presented, the results giving knowledge of comparative weighing and measuring values of the materials used. The pupils thus learn to make estimates based upon first hand knowledge.

So successful have the stores proved in arous-

ing genuine interest—the right kind of re-action—on the part of pupils, that plans are being made for installing them in other schools as rapidly as room and equipment can be provided. Principals are enthusiastic in their approval of the stores as practice places for all subjects taught in the elementary schools.

A PLAN OF HIGH SCHOOL PROGRAM-MAKING

BY SUPERINTENDENT JOHN J. FOWLER
Summerfield, Kansas

Experimentation, under very unfavorable circumstances, has demonstrated that the following plan of program-making deserves consideration. On account of insufficient experience, we do not feel justified in stating conclusions dogmatically. Nevertheless, the plan merits attention because its operation makes possible the application of at least three highly recommended and highly commendable ideas from the more recent thought concerning high school administration, and, at the same time, eliminates numerous frequently criticised features existing in the prevailing system of traditional high school technique.

These objectionable atavisms and their elimination will appear only incidentally in the following paragraphs, while the so-called newer ideas are being separately and directly dealt with.

This discussion proposes a better division of time, provides for actual supervision of study and devises a systematized group method of study.

The division of time, as indicated in the accompanying diagram, furnishes that flexibility necessary in a daily program, the routine of which does not impair the effectiveness of the work being done. The philosophy, standing sponsor for such an apportionment of time, is that the student gains power of self-direction as his education advances and that the acquisition of such power is preferable to the development of an attitude of docile subjectivity and passive receptivity. Whether the student's daily time be divided into four, five, eight or any other number of periods, does not affect the working of the plan nor alter the relevancy of the principles involved. Alternating periods of study and recitation are established for every student, no matter how complex the course of study may be. Likewise, each teacher is enabled to supervise, alternately, the study and the recitations of those taking work

COBWEBS

Busy life within, without,
Has no corner free for doubt.
Busy life without, within,
Has no loophole left for sin.
But when stress of living ebbs
Sin and doubt spin dusty webs,
Till a hanging shroud disguise
E'en the blue of Paradise.

—Martin Armstrong, in *Littell's Living Age*.

in her department, thereby affording an agreeably effective substitute for the present, all-too-prevalent, unscientific, unmanageable, harrowing, hodge-podge study-hall.

The division of a class into workable groups requires thought and psychological insight. The most vital of the governing factors may be separated into two groups or lists; first, those that arise from physical considerations, such as size of rooms, amount of available equipment, etc.; second, those that are psychical or "un-material," such as nature of the subject, number in the class, personnel of the class, etc.

Subjects requiring the laboratory method make it imperative that the number in each group be small. Subjects yielding readily to treatment by the direct method of instruction may well be handled in somewhat larger groups. A well-established and thoroughly defined method of procedure makes advisable a group larger than when the subject matter and its presentation are still in the formative process, as is the case of general science and other subjects that have been but recently added to the high school curriculum. Where the study must be largely of the deductive type it is perhaps least advisable to attempt grouping.

For a successful division of a class, it also is requisite that in each group there be at least one member possessing leadership and conscientiousness. The ability of the class should be distributed with equality among the several groups. Otherwise a weak section either will become discouraged with its inability to keep apace or it will pull down standards for the whole class. Social compatability within groups is essential.

Numerous phases of superiority in the foregoing plan appear. Among them, of greatest importance, is the fact that, under skillful direction, more and better work is produced. It is obvious that a number of people, working collectively, will raise more questions, make more suggestions and observe a greater number of applications

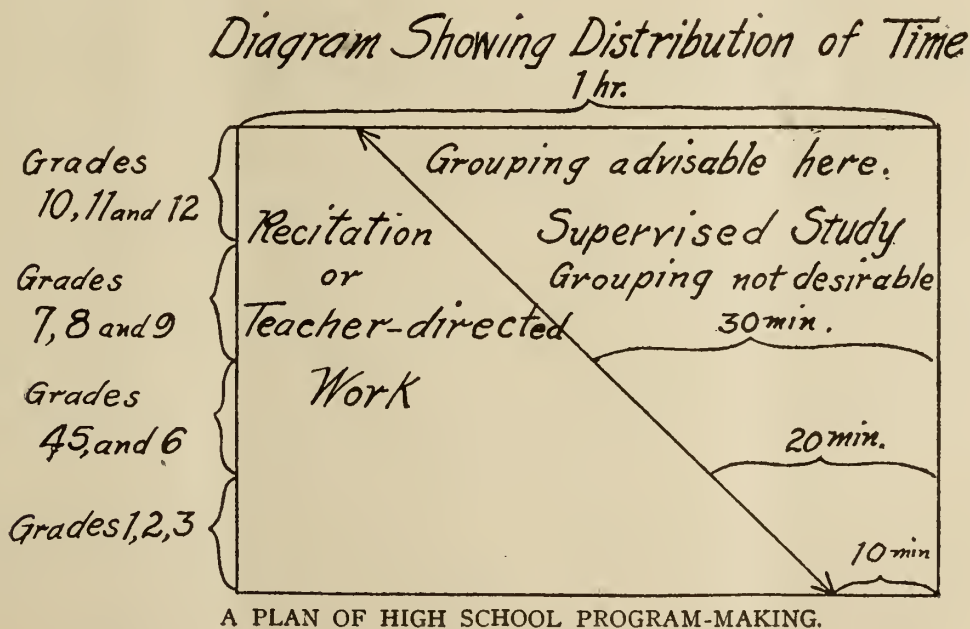
than will one of that number, working individually. While it is true that the plan produces a certain amount of confusion and noise, it is also true that such noise is the evidence of that industry which is conducive of concentration and destructive to malcontent. A wholesome and stimulative influence is brought to focus upon laggards. Training in co-operation is secured without destroying each student's opportunity to develop initiative. Both breadth and depth are emphasized.

It is not to be assumed that either the instruction or the grading of students is done by the students, although they may be trained to help the teacher do both. The greatest assistance they render is in the discovery and correction of errors and weaknesses in each other's work, the ability to do which is, in the final analysis, the indisputable earmark of a student. Moreover, the teacher's estimates are reinforced and verified by the students who keep an open record of the accomplishments and failures occurring in their respective groups. To be thus doubly checked up is agreeable, effective and advantageous for both teacher and student.

Last, but in no sense least, is the value of such a scheme as a medium of socialization. The substitution of flexibility and self-control in the place of rigidity and formality reduces problems of discipline and induces a spirit of mutual helpfulness. Students are trained to recognize obligations to each other and to acknowledge responsibility for each other.

In formulating the above, the author has cheerfully abandoned the militaristic concept of school management and he has conceived the high school as a place within a process the function of which is to develop adolescents for effective citizenship in a republic.

For the basis of this discussion, indebtedness is acknowledged to Dr. Charles Hubbard Judd, who discusses it briefly in his recent book, "The Psychology of High School Subjects."



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A. E. WINSHIP.....Editor

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NON-PROMOTIONS DOOMED

Some years ago we wrote as keen an editorial as we could pen on "Demotions." A few praised this, but more denunciations were poured forth upon us than for almost any other editorial that we have ever printed. One of the most popular educational lecturers before Teachers' Institutes had one entire lecture devoted to that editorial, and it was a highly popular lecture, as many teachers enjoyed the luxury of demoting or the privilege of not promoting.

We were merely too far ahead of the procession, as has often been the case. That was before Dr. Leonard P. Ayres wrote his famous book on Non-Promotion.

Today the public is aroused and every superintendent has to give an account of his stewardship in this matter. In a city of more than 200,000 children the leading daily paper in the city gave this item much prominence:—

"A total of 6,957 children in the grammar and primary schools of the city failed to be promoted in 1915, according to figures compiled by the superintendent. Of this number 3,666 failed in the first term, and 3,291 in the second. Promotions in the first term totalled 21,616, making the percentage of failure 14.5. The second term showed a slight improvement, 21,617 being promoted and the failures amounting to 13.2 per cent. The superintendent's figures indicate that the first half of the first year of primary school returns the largest percentage of failure. In the opening term of last year 787, or 22.1 per cent. of the 1B pupils, were not promoted, and in the second term 729, or 31.6 per cent., failed."

When the public sees such figures there is sure to be an awakening to the condition of things.

The sooner the teachers realize that they are expected to prepare all children for promotion

or to learn early in the year that certain children cannot be promoted under their methods and have them transferred to a special class where an expert on such cases can prepare them for promotion, the better will it be for all concerned.

MUSIC IN MILWAUKEE NORMAL SCHOOL

State normal schools have at last awakened to the fact that they have the grandest opportunity, as well as the greatest responsibility, in leading the public into higher appreciation of music through the public schools.

We have spoken at different times of the work done in Iowa, in Missouri, and in Kansas, but the State Normal School at Milwaukee, in its leadership in music education, has undertaken to do some things which are quite remarkable.

Wisconsin's differentiation in special normal school work makes this possible. Each state normal school specializes in some educational activity. River Falls specializes in agriculture, LaCrosse in physical education, Whitewater in commercial education, and Milwaukee in music.

We know of no other institution that has so adequately attacked the problem of supplying music teachers for all public schools, and leaders in the community life of every rural district, village and town. President Carroll G. Pearce has the vision as to the need and the mastery of every detail in supplying that need.

Every student who expects to teach and who is not absolutely devoid of a musical ear, must take a course in vocal music. If one appears to be wholly incapacitated for such teaching and leadership, the diploma states that fact.

The school of music, under the direction of W. Otto Miessner, offers instruction in all branches of musical art and numbers among its faculty over thirty instructors of the first rank. There is a course for the special preparation of supervisors of public school music. The course in scientific and pedagogic preparation for the teaching of elementary and secondary school music is as complete as is to be had anywhere in the country. The students, and there are already forty taking this special course, must take at least a three-years' course; and unless they are well grounded in musical knowledge before entering upon the study, they may be required to take four years' work.

The school is equipped with complete sets of band and orchestra instruments, and every student must develop the power and skill necessary to become a proficient performer upon some instrument, and they must play it in the band or the orchestra of this department. Each student is also trained as a leader of a chorus and of an orchestra, and students practice in conducting such organizations in the schools. All students are required to pursue the study of piano and singing during the entire three years.

Appreciation and interpretation of music are also magnified. This appreciation applies to the study of the lives and works of the great masters. These works are studied and analyzed from the printed score and in performance.

In all ways the school accepts its responsibility for training all teachers to teach music so far as it is within their power, and for training experts in the art of supervising public school teaching of music, always having in mind musicianship and ability in community leadership.

A BETTER OUTLOOK

Several recent court decisions are most encouraging educationally. Some of them pertain to school fraternities, the court maintaining that the school authorities are supreme. One is in Massachusetts. This was a case in which a student in the high school was virtually expelled four years ago, and suit was brought to recover damages.

The plaintiff claimed that the exclusion was unlawful, but the court ruled that the vital question in the case is not whether the plaintiff was guilty of misconduct in refusing to attend her class, but whether a parent has the right to say a certain method of teaching any given course of study shall be pursued.

The decision was as follows:—

The question answers itself. Were it otherwise, should several parents hold diverse opinions, all must yield to one, or confusion and failure inevitably follow.

The case at bar is purely of administrative detail, and its exercise violates no legal right of the pupil or parent. The plaintiff was without right in requiring that the principal personally should attend to the supervision of her individual work, perhaps to the neglect of more important duties.

While constrained to this decision, we cannot refrain from the expression of disapproval of the practice of setting a rival pupil in judgment upon the work of an eager and zealous competitor. However honest that pupil may be, a mistake or error of decision inevitably leads to suspicion and often to the charge of intentional wrong.

WATSON'S FINAL REPORT

Superintendent B. M. Watson of Spokane, who declined to be a candidate for re-election, has presented his seventh annual report, which shows school conditions of which the city can but be proud, and from which his successor, Orville C. Pratt of Wabash, Indiana, will be expected to make good advance.

There are 529 teachers and principals, 18,800 enrolled pupils and students. There are 1,955 in the second grade and 1,920 in the fourth, showing no falling off in these three years. Even the fifth grade has 1,844, which is a slight reduction. The first year in the high school has 1,400, which is more than in the seventh or eighth grade. This is a record not easily equaled in any other city. Mr. Watson's record in this regard is one of which Spokane can but be proud.

At seven years of age, which is as early as one can start a comparison, there are 1,604 enrolled, and at fourteen 1,512, which means al-

most 100 per cent. when deaths and invalidism in eight years are considered.

Repeaters are 7.7 per cent., which is almost the record of efficiency. This means less than four in a class of fifty. Vocational direction has been installed most sanely and efficiently.

HOME AND SCHOOL GARDENS

The Massachusetts State Agricultural College, Amherst, is doing as important work with Boys' and Girls' Clubs as is done anywhere, and its first annual report, issued by its specialist, William R. Hart, is a document of highest suggestive value.

The club work is financed in part from funds of the college appropriated for the Extension Service of the Massachusetts Agricultural College, in part from funds appropriated to the State Board of Agriculture, and in part by funds from the Federal government through the Bureau of Plant Industry of the Department of Agriculture. The funds derived from the Extension Service are devoted chiefly to the payment of salaries, travel and maintenance of the Home and School Garden Club. The funds obtained through the State Board of Agriculture go toward the payment of state premiums and awards in the Boys' and Girls' Agricultural Club, both for individual and group competitions, like cities, towns and schools. The State Board of Agriculture is granted a supplemental fund of \$200 for each agricultural or horticultural society which draws state bounty. This fund is devoted entirely to the payment of awards to children and youths under eighteen years of age for agricultural and other products. The funds from the federal government are used for the payment of salaries and traveling expenses of persons engaged in the promotion and direction of the Boys' and Girls' Agricultural Club. The funds from all these sources for all features of the club work amount to something like \$12,000 or \$13,000. This includes salaries of two persons, traveling expenses, printing, premiums and incidental expenses.

RURAL SCHOOL TEACHERS

No one can question the significance of the campaigns for country life improvement; no more can any one question the supreme importance of focusing this campaign primarily upon teacher-qualification.

Larger school lots, better grading and adequate drainage, trees, shrubs and flowers, individual towels and bubble water jars, are all of great importance, but high above and far beyond all else is the teacher whose capacity, personality and training will make her a leader in school and out, intellectually, aesthetically and morally.

Whether you appreciate this or not read with care Bulletin No. 49 (1914) of the Bureau of Education on "Efficiency and Preparation of Rural School Teachers," by Harold W. Foght, specialist of the Bureau.

No school man or woman from the kindergarten to the university should fail to read this with

care. It is more than an "official bulletin"; it is an educational treatise of high order, and deals with fundamentals in a masterful way.

SPEED UP

Two hundred boys in New York have started to do three years school work in two years. The plan is an educational experiment conducted by the Board of Education and the trustees of Teachers College to devise means of saving time for capable pupils. The boys were specially selected for their mental capacity, and the experiment will be conducted in Speyer School. The principal of the school will be C. B. Jameson, principal of Public School 43, of which the Speyer School will be considered an annex. Professor Briggs of Teachers College will co-operate as educational adviser. The boys will be grouped according to their mental ability and each group will progress as rapidly as it can. All the boys have completed their sixth year in the elementary schools and at the end of two years they will be ready for the second year work in the high schools, thus saving a year.

SHAKESPEARE 1616-1916

The Associated Shakespeare Club of Toledo, Ohio, acting as a sub-committee of the Drama League of America, is promoting two notable phases of the celebration of the Shakespeare Tercentenary. One plan is the planting of a Shakespeare Memorial Tree in a high school, normal school, college or university campus, or in a public square or park.

The other feature is the universal use of a Shakespeare Book Plate which they have copyrighted, and which is designed as a permanent souvenir of the Shakespeare Tercentenary. It should find a place inside the cover of a million books—children's story books, school and college textbooks and in private libraries. The fact that Shakespeare's name is supreme in the world's literature makes it fitting that this book-plate should find a place inside the cover of any book.

The plates are put up in booklet form, containing 100 plates, at one cent each plate. Much lower rates are made on orders for 1,000 or more.

THE NEW YORK MUDDLE

Educational affairs in New York City grow worse every day. In proportion to the population the educational war is as tragic as that in Europe, with no more sign of the end.

Everybody who enters the lists as a peace-maker follows the example of Henry Ford, i. e., pleases no one but himself and goes back and sits down and lets someone else try.

It is a dull week when some one does not complicate affairs and further postpone the solution of the problem.

ANOTHER SCHOOLMASTER GOVERNOR

Professor Charles Hillman Brough of the State University of Arkansas, who resigned the

chair of political economy to make the race for governor, has received the nomination, which in Arkansas is equivalent to an election, won in the primary election by more than 10,000. Schoolmasters are still in the game. One president of the United States and governors in Pennsylvania, Ohio, Michigan, Oregon and Arkansas, three Republicans and three Democrats in high office as schoolmasters, make a great record.

SOME RE-ELECTIONS

In this day of unrest when some one is sure to want some one else in every public position it is highly gratifying to report that Superintendents L. R. Alderman of Portland, Oregon; J. H. Rhodes of Pasadena, California; W. L. Stevens of Long Beach, California, and R. E. Rebok of Santa Monica, California, have been re-elected—the California men for four-year terms.

CALIFORNIA MEETING

The San Francisco Bay Section of the State Meeting, Deputy Superintendent Cloud of San Francisco, president, will have one of the largest meetings in the history of the state and one of the best programs ever presented anywhere. The city joins the State Association this year as a courtesy to Mr. Cloud. The presence of several eminent educators in connection with the survey of the city makes it possible to have a most unusual program.

The Cleveland test in reading proves conclusively that in general the fastest readers are the best readers and the slowest readers are the poorest readers. That is to say, the child who reads rapidly is apt to be the one who retains and reproduces best what he has read, while the one who reads in a slow and stumbling manner is apt to retain but little of the meaning.

Senator Hardwick of Georgia has a bill in the United States Senate extending military instruction in schools and colleges. The bill would appropriate \$20,000,000 to pay officers as instructors and for equipment of students. There are nearly 2,000,000 boys over fifteen years of age in schools and colleges, and their training would create a large, intelligent reserve force.

A municipal university has no easy task to serve the city adequately and sensibly and at the same time keep itself in good standing with the Carnegie Foundation and the Association of Colleges with which it must affiliate. How to serve God and Mammon at the same time is no new problem.

The Shakespeare Tercentenary celebration should have a dampening effect upon Baconian zeal.

Whatever your theory, watch the Junior high schools multiply.

July 3-8: National Education Association, New York City.

THE WEEK IN REVIEW

THE MEXICAN COMPLICATIONS.

The pursuit of Villa and his fellow bandits by the American punitive expedition continues to dispute with the European war news the first place on the front pages of the daily papers. But the size of the headlines and the amount of space consumed are out of all proportion to the actual news of a trustworthy sort reported. According to one set of reports, Villa himself has been severely wounded and can no longer ride his horse, but is driven in a carriage, at frantic speed, before the pursuing troops. According to other reports, he has kept well out of harm's way, and is letting his men do the fighting. The problem of transporting supplies to the American troops, who are three hundred miles or more south of the border, is one of increasing difficulty; for although General Carranza has given permission for the use of the railroads for this purpose, his orders seem not to have reached the local authorities.

THE SUBMARINE POLICY.

The outcome of the discussion at Berlin of the submarine policy was the adoption by the Reichstag Main Committee of an agreement that "Germany's sea warfare should be carried through by all means most instrumental in securing a successful issue of the war." This is a declaration which is susceptible of opposite interpretations. It may mean that the submarine warfare is to be carried forward relentlessly; or it may mean that it is to be so prosecuted as to avoid awaking such resentment among neutral powers as might have dangerous consequences.

ZEPPELIN RAIDS.

Zeppelin raids over the east coast of England and Scotland occurred almost every night the past week, and were attended by a considerable loss of life. They were made more destructive by the use of asphyxiating and incendiary bombs. The German justification of these raids is that they are directed against public buildings, docks and war stores. As a matter of fact, nearly all of the victims are civilians—largely women and children; and most of the buildings destroyed are dwellings. England could retaliate, if she chose, by like raids against German towns. It is not surprising that the demand for reprisals of this sort increases; and, although the government has not yet yielded to it, it may have to. Repulsive and inhuman as such reprisals may seem, there is some force in the argument that, ultimately, they might tend to diminish the loss of life, since Germany would hardly persist in these raids upon unprotected places, if German towns and villages were paying the penalty.

HOLLAND THE LATEST PUZZLE.

The intentions of Holland are the latest puzzle in the European war situation. To the guesses as to where Greece will ultimately find herself and as to what Roumania will ultimately decide to do is now added the bewildering ques-

tion what Holland means by the mobilization of her troops and other active preparations for an emergency. There must be some reason for so abrupt a change of policy. But the Dutch Government is holding its peace, and the Dutch press is reticent. That it is aimed against possible German aggression is indicated by the considerable concentration of troops on the German frontier. This view is strengthened by the indignation aroused in Holland and freely expressed in the Dutch papers over the recent wanton torpedoing of the *Tubantia*, a vessel which was the pride of the Dutch merchant marine. On the other hand, there are those who think that the preparations are aimed against the Entente Allies. Whatever the new complications may be, they must be serious, or the leave of absence of the secretary of the American legation would not have been canceled.

THE BRITISH WAR TAXES.

That the new British budget—such a budget as the British taxpayer never dreamed of before—is framed on the basis of the continuance of the war strain for the whole of the financial year is no proof that the war will last that long, or even that it is expected to. It is merely a wise provision for possibilities. It is no light task to finance a war which is costing \$25,000,000 a day; but Great Britain seems equal to the task. The burdens are being so distributed as to fall, for the most part, upon those who are best able to bear them,—the very rich, who will have to pay over a quarter of their incomes, the makers of war munitions, and theatre-goers, motorists and other pleasure-seekers. The tax chiefly resented is that on matches, which will double their cost. A re-assuring circumstance is the fact that the past year's revenue exceeded the estimate by \$160,000,000, while the expenditures were \$155,000,000 less than estimated.

A RAILROAD CRISIS APPROACHING.

All the different organizations of railroad employees have agreed in fixing April 29 as the date on or before which they must receive replies from the railway managers to the demands which they have presented. Usually, hitherto, issues of this sort, involving wages or conditions of labor, have been pressed separately upon the eastern or the western group of roads, or by separate groups of employees. But this time, all the different organizations—locomotive engineers, railway conductors, locomotive firemen and enginemen and railroad trainmen—are co-operating, and they have presented their demands simultaneously to every railroad in the United States. Their declaration in advance that they will yield nothing in existing conditions which is favorable to them, and will reserve the right to accept so much of any settlement as appears to them advantageous and to reject everything else does not make the way to adjustment an easy one.

THE LATIN METHOD

Continued from page 402.

"O sir," was the reply, "we do not learn to use; we learn that we may have the satisfaction of knowing. I have arranged all figures known to rhetoricians according to their diphthongs and strong vowels, and in this logical way we learn them."

So the lesson dragged on, a few words, their discussion, the repetition of machine-made names in ponderous lists and of wonderfully arranged syllabi. It could be seen that several pupils were reading ahead and enjoying other psalms within reach. For this inattention they were scolded, Mary Duprey and Leo Murphy being told that they should show an interest in their mother tongue.

At this moment the first bell rang. "Close your books. Tomorrow is composition day. This is the assignment: Write a composition on our mother tongue, introducing the first five figures in our list. Use correctly four gerunds, a negative hypothetical conjunction, a secondary principal clause, an extended complex and an unprepared sequence."

As I waited at the railroad station I thought it over. I knew that the English that I had heard was inane, inefficient and uneducative. I knew, moreover, that it was just about the kind of work that some colleges, as shown by their examinations, think desirable. Nor did I forget that this was a close imitation of our method of teaching Latin; for in Latin we read the unassimilated advance in the original. Word pronouncing,—when it would be better to become entirely familiar with the meaning of worthy passages and read them with feeling and expression. Our translation consists of the endless reading of phrases and half lines and a study of the particular minutiae, grammatical and rhetorical, while the soul of the writing flies away. We formally classify words in every possible use, then we give them useless names and call them constructions, and after that the student must fit the literature, not to the sense of the context, but to the nomenclature that we have devised. Such terms, "subordinate clause in indirect discourse," "ablative of attendant circumstances," help not in gaining the meaning. They make an artificial load and a burden for the weary student. Had the Latinist preferred to call these two constructions "the subjunctive of second childhood" and "the ablative of unrestricted woman's suffrage" the names would have been just as helpful as the present terms.

We give composition lessons in which senseless English is turned into Latin. We teach forms of declensions and conjugations that the student will never use and we prevent his beginning Latin till he has labored with ten times the forms that he will need for years. The second person of verbs, the imperative forms, subjunctives without measure, lists like *ulor*, *fruur*, *fungor*, *potior*, *vescor*, are but details that

the translator would seldom have trouble with, unless he were taught that Latin is not a natural language, but a highly artificial one.

The fathers did not teach Latin so. They taught it as great literature, and their students through life could quote and understand its forceful or harmonious lines. Then our teachers became enamored with grammatical and analytic knowledge, with the result that high school Greek died and high school Latin is in the hospital with college doctors gathered around urging more grammar as a relief.

Latin can never regain its old-time position in the high school. It can, however, by emphasizing the reading of Latin and the appreciation of literature, assume a worthy place in the curriculum.

Otherwise, the final verdict against it is that of the old negro body servant. One morning his master, the parson, heard him, by aid of his retentive memory, declaiming the ponderous words of the morning sermon. "Cuffy, Cuffy," he called to him, "that is all foolishness." "Yas, massa, yas, sir; that jest what I think when you preach him."

McKINLEY BIRD LOVERS' CLUB

BY E. RUTH PYRTLE

Principal McKinley School, Lincoln, Nebraska

The McKinley Bird Lovers' Club of Lincoln, Nebraska, has again begun its Spring campaign for the conservation of bird life. The several hundred members of this club believe in Preparedness—not preparedness to destroy life, but preparedness that helps to preserve life. To aid in this conservation of bird life, each member of the club puts up a bird house each year. The particular locality and surroundings determine whether the box shall be for wrens, bluebirds, woodpeckers or martins. These bird lovers also put out food in winter and water in summer for the birds.

The manual training department of the McKinley School have made and sold several hundred boxes in the city. The profits of this sale will pay for a concrete bird fountain for the school grounds.

This club was organized by the writer seven years ago. The membership has grown from less than fifty to more than 300. Any school child who is a lover of birds, and who shows his love of birds by putting up, each year, a bird-box, and assists in all other ways possible to conserve bird life, may become a member. It has been remarked by observers of bird life how many more birds there are in this locality than formerly. This increase is, without doubt, partly due to these juvenile bird lovers.

The members go singly and in small groups on frequent bird hikes through open fields and shaded woods. We believe with our Nature Poet:—

"Go out under the open sky
And list to Nature's teachings."



MCKINLEY BIRD LOVERS' CLUB OF LINCOLN, NEBRASKA

EDUCATORS PERSONALLY

W. H. Olin, specialist in agriculture, brother of Professor Olin of Kansas State University, has been one of the liveliest men in the ring in the past four years. In 1912 he was in the Department of Agriculture of the State University of Idaho, a field man with exceptional popular platform power. He went to the Idaho State University from the State Agricultural College of Colorado, and went from the State University of Idaho to the Denver and Rio Grande railroad, where, as commissioner of agriculture, he had charge of the agricultural development of the country tributary to that road.

Now he goes to the St. Louis and San Francisco railroad, "The Frisco," as superintendent for the marketing of the producers of the country tributary to that road. His new field covers the entire Southwest from St. Louis and Kansas City through Missouri, Arkansas, Kansas, Oklahoma and Texas. We think no other man has had such vital responsibility in the Pacific Northwest, the Intermountain region and the Great Southwest in four years. He has always made good.

Miss Florence Ward has made a record equal to that of Professor W. H. Olin. Three years ago she was the kindergarten director of the

Iowa State College at Cedar Falls. That year she went to Rome and returned as a specialist in the Montessori system.

A year ago she went to the State Agricultural College at Pullman, Washington, as extension worker; six months later she went to the Department of Agriculture as one of O. H. Benson's field assistants, and now she has the section of Domestic Science promotion of field work. We think these promotions in ten months in such vital fields have never been paralleled in educational activities in the United States.

Melvin A. Brannon, president of the Idaho State University, Moscow, is one of the most notable successes in university leadership. He went from a professorship in the State University of North Dakota to the presidency of the State University of Idaho about two years ago. His selection was the first important act in the public service of State Commissioner of Education Edward O. Sisson.

President Brannon has not only made the university throb with the best scholarly ideals, but he has given the agricultural department the highest kind of vitalization, and not only so, but he has entirely captured the state, its school-

men, its industrial leaders and its statesmen. We have known no man to achieve so many results along so many lines so completely in the same time as has Melvin A. Brannon.

Superintendent Ira B. Fee of Cheyenne has made that city of the plains one of the most up-to-date educational cities in the country, and he has balanced efficiency in minimum essentials with the best of the latest as effectively and as uniformly as any one I know. And he has, withal, actually led the world in wall-scaling skill, which is one of the best contributions to school athletics that any one has made in a quarter of a century.

ON THE CELEBRATION OF PEACE DAY, MAY 18

To the Teachers of the United States: With two-thirds of the world at war, why should we observe Peace Day? For a dozen years past, the schools of this country and of other countries have set aside May 18 for the purpose of concentrating attention on the significance of the work of the Hague Peace Conferences. But with the threatened breakdown of civilization in Europe today, the manhood of the nations shattered, homes ruined, productive energy diverted to the one task of killing, does it not appear that the peace conference is out of joint with the times? Under the circumstances, would it not be well to suspend the customary reference to this event this year?

Quite the contrary; the system of law which the Hague Conference stands for offers the only hope to war-stricken Europe. This common tribunal is the only light upon the horizon, and it is the duty of us all to keep this light burning. The opening of the first Hague Peace Conference on May 18, 1899, is, without doubt, the starting point and the centre of international progress. This conference is described by international jurists and statesmen as the beginning of a new epoch for international law and international relations. This and the second Hague Conference, which met on June 15, 1907, have forced the recognition of the principle that the establishment of equitable law is an essential to the realization of peace. Moreover, the achievements of these conferences have impressed the world with the possibility and the desirability of "making the practice of civilized nations conform to their peaceful professions." The hope of civilization lies in the progressive effort which has given to the family of nations the germ of an international law-making body. Law is the only substitute for war.

The present is not a time for hopeless dejection, in spite of the momentous struggle across the water which seems to demonstrate the overturning of international law. Upon close examination we see signs of very great progress. Almost all the European powers proposed recourse to the Hague Tribunal or to a conference of interested powers to avoid war, and when this was not successful every belligerent government, without exception, published its reasons for going to war, according to the Hague Convention. This appeal to the public opinion of mankind has no historical precedent. Never before have the nations on such a broad scale sought to justify their actions at the bar of this tribunal.

Our task is to strengthen public opinion, which is the only practicable sanction for international law. Nothing

is more conspicuous in the present war than the sensitiveness of the belligerents to the charges of violations of treaties and the established law of nations. No breach of international law in this war will pass unnoticed. The combined action of modern powers, represented chiefly by the Hague conferences, has developed this sense of responsibility—a great step in world progress; and it is not a mere supposition to expect that one outcome of the peace settlement conference will be the recognition that violation of international law is a legal injury to every nation. The present sensitiveness should develop into conscience, so that the peace which ends this unfortunate war and the means taken to prevent the violation of its terms will make a new era in international relations. This peace, which follows the Peace of Westphalia in 1648, the Peace of Utrecht in 1713 and the Treaty of Vienna in 1815, the three celebrated cases of combined European action, should usher in an era of law, which, as Mr. Root says, will "constrain nations to conduct based upon principles of justice and humanity."

This should be the great step forward. This is the only compensation for the terrible interruption of the processes of civilization. Should not the celebration of Peace Day this year clothe with new significance the meaning of arbitration, mediation, investigation and conciliation for preventing destructive warfare? One might well include in this observance a description of the permanent Court of Arbitration at The Hague, and show its effectiveness in settling the fifteen important cases which have been taken before it since 1902. The formation of a real world court, so nearly accomplished at the Second Hague Conference, should also be emphasized as an ideal for which the world has hoped and waited. A Peace Day exercise in the schools this year offers a great opportunity to take note of these solid foundations of law and order, and above all to point to the underlying spirit of co-operation and good will which has brought the world to the present stage of unification. In so far as this spirit persists will civilization achieve its ideals.

Of all the institutions working for the unification of mankind, the school stands first. On those, therefore, who administer education in this critical time rests the responsibility of preserving and advancing those ideals for which all civilized nations should strive, and especially have the teachers of this nation—a nation founded on democracy, universal brotherhood and good-will—an important and responsible part to play. The observance of May 18 this year offers one means of stimulating the desire for law and order. Shall not the teachers of the United States take advantage of this and every other opportunity for spreading the eternal ideas of justice and humanity.

Faithfully yours,

Fannie Fern Andrews,

Secretary American School Peace League.
405 Marlborough street, Boston.

For appropriate material for the observance of May 18 the American School Peace League recommends the "Cantata for Peace Day," by John Charles Donovan, director of music in the Cincinnati schools; "The Promotion of Peace," by Fannie Fern Andrews, Bulletin 1913, No. 12, United States Bureau of Education; "In the Vanguard," by Katrina Trask, for secondary and normal schools; "The Enemy," by Beulah Marie Dix, for secondary school boys; "A Pageant of Peace," by Beulah Marie Dix, for the upper grades of the elementary schools; and "Where War Comes," by Beulah Marie Dix, for the lower school grades. Literature can be obtained from the American School Peace League, 405 Marlborough street, Boston.

BOOK TABLE

ROBERT OF CHESTER'S LATIN TRANSLATION OF THE ALGEBRA OF AL-KHOWARIZMI. With an Introduction, Critical Notes and English Version. By Louis Charles Karpinski, University of Michigan. New York: The Macmillan Company. Humanistic Series XI-1. Paper. (7 by 11.) Price, \$2.00.

From the point of view of the history of science, no justification is needed for the publication of a mathematical text of the twelfth century, for the available material representing this period is meagre. A wider acquaintance with Robert of Chester's Latin translation of Al-Khowarizmi's Arabic treatise on algebra will perhaps contribute to a more just estimate of the services rendered to science by the Arabs. There is no attempt to give a literal translation of the Latin, but rather to express the thought in a phrasology which the modern student of mathematics will find easy of comprehension. For the convenience of readers interested in the text there is a Latin Glossary in which are noted many variations from the usage of classical writers. In the introduction is presented a study of the significance of the treatise in the history of mathematics, and a description of the manuscripts upon which the text is based. Professor Karpinski acknowledges indebtedness to Professor David Eugene Smith for having suggested the work; to George A. Plimpton for the generous use of his unique mathematical library; to the librarian of Columbia University for the loan of the Scheybl manuscript, and to the librarian of the Cleveland Public Library for the use of works from the John G. White collection.

No work in English has contributed so much to an appreciation of the Arabic Algebra of Al-Khowarizmi, which for centuries enjoyed wide popularity in the original, and simple algebraic equations are found as early as 1700 B. C. Indeed, 2000 B. C. there are known to have been the use of equations. A symbol for square root occurs in that connection. Al-Khowarizmi's activity was about 825 B. C.

The Arabic students of algebra included poets and philosophers. This book is of inestimable service to whoever is mathematically inclined, but is of scarcely less interest to every student whatever his especial field.

PITMAN'S COMMERCIAL CORRESPONDENCE IN SPANISH. By R. D. Monteverde. New York: Isaac Pitman & Sons. Cloth. 275 pp. Price, \$1.00.

To the remarkable list of business and commercial publications offered by the firm of Isaac Pitman & Sons has now been added this thorough-going and useful work on Spanish Commercial Correspondence. It contains stock examples of practically every possible kind of business communication or legal instrument used in commerce, including circulars, requests for information, references, letters of introduction and credit, inquiries and answers, commissions and consignments, agencies, orders, execution of orders, receipts of goods, remittances, complaints and claims, shipping accounts, collections, bills of exchange, bankruptcies, insurance and every conceivable species of bills or notes. In addition the book contains a vast amount of information useful in Spanish correspondence, such as Spanish names of countries, cities, rivers, etc., weights and measures, elementary bodies, abbreviations, and an alphabetical list of articles of commerce and commercial terms. A page for page key to the work can be obtained, as well as similar volumes in French and German.

Pitman's Spanish Commercial Correspondence is a book no business house having relations with Spain or Latin-America can afford to be without. It should also be in the hands of every student of Spanish who intends to embark on a commercial career.

THE MAKING OF MODERN GERMANY. By Ferdinand Schevill. Chicago: A. C. McClurg & Company. Cloth. 259 pp. Price, \$1.25.

Ferdinand Schevill is professor of modern European history in the University of Chicago. "The Making of Modern Germany" comprises six lectures which he delivered in 1915, somewhat altered to present a connected story of the evolution of modern Germany. Professor Schevill takes the period from the end of the thirty years' war up to the very eve of the present war (as yet unnamed in years).

His treatment is sympathetic and not exactly the sort one would expect to see produced during the heat of the conflict. But it is exactly the kind of treatment that a true historian would give. The present Empire, he shows, is a gradual and logical development, a development in accord with the wishes of the German people, a development which has specialized in social co-opera-

tion to an astonishing degree, combining solicitude for the individual with national efficiency. It is one of the truest evaluations of Germany that has been given in many a year. He does not credit the nation as a whole with virtues active partisans have claimed; nor does he lump the whole people in a denunciation as indiscriminating, as does "The Pentecost of Calamity," for example.

The appendices contain historical data of much value to students.

A BIBLIOGRAPHY OF MEDIEVAL FRENCH LITERATURE FOR COLLEGE LIBRARIES. By Lucien Foulet. Edited by Albert Schinz and G. A. Underwood (Smith College). New Haven: Yale University Press. Boards. 37 pp. Price, 40 cents.

This list of the books essential for a good library of Medieval French Literature was first compiled by Professor Lucien Foulet, now on the staff of "Romania," for the guidance of the authorities of Smith College in the upbuilding of their library in this field. Through the commendable enterprise of the Yale University Press it is now made available, and at a very low price, for medievalists generally, for beginners in the field, and for libraries. Two points deserve special mention: (1) The compiler has marked with an asterisk the most important works, and (2) he has given the cost price (actual or estimated) for every work cited. Dictionaries, grammars, periodicals, bibliographies, works on the language, histories of the literature, (and works on the literature (special phases, etc.) are listed as well as the texts proper. Additional short lists for the fourteenth and fifteenth centuries and for Provençal are provided. The work is of great importance because it furnishes a reliable and authoritative guide to the maze of Old French publications.

MÉRIMÉE'S COLOMBA. Edited, with introduction and notes, by J. A. Fontaine. New edition with vocabulary. Boston: D. C. Heath & Co. Cloth. 244 pp. Price, 45 cents.

"Colomba" has been a favorite reading text in American classes for more than a generation, and Professor Fontaine's edition has been widely used during most of that time. The present is a new edition of the old standby. The story deals with life among the Corsicans, where the vendetta is a religion. The notes are full and the vocabulary is adequate.

BOOKS RECEIVED

- "Schools and Classes for Exceptional Children." By David Mitchell. "Measuring the Work of the Public Schools." By C. H. Judd.—"Department Store Occupations." By J. P. O'Leary.—"Overcrowding Schools and the Platoon Plan." By S. O. Hartwell. Cleveland: Survey Committee of the Cleveland Foundation. "History of Education in Iowa." (Vol. III.) By C. R. Aurier. Iowa City: The State Historical Society of Iowa. "Business Employments." By F. J. Allen. Price, \$1.00. "Selected Readings in Rural Economics." Compiled by T. N. Carver. Price, \$2.80.—"Young and Field Literary Readers." (Book One.) Price, 36c. Boston: Ginn & Co. "Lese Übungen für Kinder." By M. Schaidhofer. Price, 35c.—"Plane and Solid Geometry." By Wells and Hart. Price, \$1.30.—"English Derivatives." By B. K. Benson. Price, 44c. Boston: D. C. Heath & Co. "Jeffery Amherst." By L. S. Mayo. Price, \$2.00.—"Longmans' English Grammar." Edited and revised by G. J. Smith. Price, 65c. New York: Longmans, Green & Co. "The Insect Note Book." By Needham and Kephart. Price, 30c. Ithaca, N. Y.: The Comstock Publishing Company. "The Story of the Map of Europe." By L. P. Benezet. Price, 60c. Chicago: Scott, Foresman & Co. "The Story of Old Europe and Young America." By Mace and Tanner. Price, 65c. Chicago: Rand McNally & Co. "Industrial Art Text Books" (Parts One, Two, Three and Four) By Bonnie E. Snow and H. B. Froehlich. New York: The Prang Company. "The Universal Kingship." By J. H. Moore. Price, \$1.00.—"Savage Survivals." By J. H. Moore. "The Struggle Between Science and Superstition." By A. M. Lewis. Chicago: Charles H. Kerr & Co. "Story of Young Abraham Lincoln." By W. Whipple. Price, 75c. Philadelphia: Henry Altemus. "The Victorious Attitude." By O. S. Marden. Price, \$1.00. New York: T. Y. Crowell & Co. "Present Day Geography." By Mrs. R. E. Brown. Syracuse, N. Y.: C. W. Bardeen. "The Pillar of Fire." By Seymour Deming. Price, \$1.00. Boston: Small, Maynard & Co. "The History and Significance of the American Flag." By E. K. Ide. Price, 45c. 65 Rutland St., Boston: E. K. Ide. "A Practical Course in Touch Typewriting." By C. E. Smith. Price, 60c.—"Pitman's Spanish Commercial Reader." By G. R. MacDonald.—"Pitman's Commercial Correspondence in Spanish." By R. D. Monteverde. New York: Isaac Pitman & Sons. "Handbook of Athletic Games." By J. H. Bancroft and W. D. Pulvermacher. Price, \$1.50.—"What Shall We Play?" By F. W. Dunn.—"Constructive Geometry." By E. R. Hedrick. New York: The Macmillan Company.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

APRIL.

12-15: Schoolmen's Week, University of Pennsylvania, Philadelphia. Professor Harlan Updegraff, University of Pennsylvania, chairman.

13-15: Louisiana Teachers' Association, Lake Charles, La.

13-15: Southwestern Section of Illinois State Teachers' Association, East St. Louis.

13-15: Arizona State Teachers' Association, Tucson, Ariz., R. B. von KleinSmid, president; Daniel F. Jantsen, secretary.

14-15: Central Section of Illinois State Teachers' Association, Peoria.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.

20-21: Minnesota Educational Association, superintendents' section, Crookston, Minn. W. C. Cobb, president.

20-22: Eastern Arts and Manual Training Teachers' Association, Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

20-22: Georgia Educational Association, Macon.

21-22: Wisconsin Superintendents and Supervising Principals' Association, Milwaukee. William Milne, Merrill, Wis., secretary.

24-25: Federation of Illinois Colleges, Loyola University, Chicago.

MAY.

1-3: Georgia County School Officials' Association, Moultrie, Ga.

5: Wisconsin Arbor Day.

8-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.

5-6: Superintendents' and Principals' Association of Northern Illinois, De Kalb.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

JUNE.

26-July 1: American Library Association, Asbury Park, N. J.

Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

3-10: National Education Association, New York City.

OCTOBER.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

GREENFIELD. The Franklin County School Men held their regular meeting and dinner at the Mansion House, April 1. Superintendent E. F. Howard of Northfield spoke upon the recent school legislation. Superintendent F. S. Brick of Turners Falls addressed the club upon "Personal Growth" and urged the club to devote a part of its time to the systematic study of certain educational problems. The club voted to take steps to inaugurate such study. Principal J. V. Jewett of Greenfield presided. Robert Martin of Ashfield is president.

BLACKSTONE. Harry E. Gardner, for several years superintendent of the Hinsdale schools, has been elected superintendent of the Blackstone-Seekonk district to succeed the late Randall N. Taylor, who died recently, following an operation for appendicitis.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. The General Education Board recommendations announced last week are summarized in the New York World as follows:—John D. Rockefeller's General Education Board is out with a proposal to re-organize the American school system by tossing out the for-

mal teaching of mathematics, grammar, Latin, Greek, "useless historical facts" and "obsolete and uncanonical classics."

The plan has been worked out by Abraham Flexner, a secretary of the board, who is also a member of the New York City Board of Education, and recently was a target of the Federation of Labor in its criticism of present methods of vocational instruction.

The General Education Board, in proposing a "modern school," invites the public to criticize the idea, which Flexner sets forth as follows: "Aside from reading, writing, spelling and figuring, the curriculum would be built out of actual activities in science, industry, æsthetics and civics. The work in science would be the central and dominating feature."

"Such evidence as we possess," he adds, "points to the futility of formal grammar as an aid to correct speaking and writing."

"It is useless to inquire whether a knowledge of Latin and mathematics is valuable, because pupils do not get it, and it is equally beside the mark to ask whether the effort to obtain this knowledge is a valuable discipline, since failure is so widespread that the only habits acquired through failure to learn Latin or algebra are habits of slipshod work, of guessing, and of mechanical application of formulae."

This "modern school" would give practical training in one or more liv-



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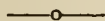
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ing languages, and would use translations and adaptations from all foreign languages, old and new. Every exercise would be a spelling lesson. The children would begin their work by getting acquainted with trees, plants, animals, hills, streams and rocks, and they would learn to care for animals and plants. In the next stage they still keep their eyes on plants and animals, studying them more biologically, and would begin experiments in physics, chemistry and biology, including a fireless cooker, a camera and a wireless telegraph.

By this plan, Mr. Flexner says, two or three years can be cut out of school, giving students a chance to take up professional studies earlier than usual. Play facilities, sports and gymnastics would be essentials all through the course.

"Let us imagine," he says, "a modern school in New York City; consider for a moment its assets for educational purposes; the harbor, the Metropolitan Museum, the Public Library, the Natural History Museum, the Zoological Garden, the city government, the weather bureau, the transportation systems, lectures, concerts, plays, and so on. Other communities may have less, but all have much.

"As things now are, children living in this rich and tingling environment get for the most part precisely the same education that they would be getting in, let us say, Oshkosh or Keokuk."

"Not only do American children as a class," Mr. Flexner asserts, "fail to gain either knowledge or power through the traditional curriculum, but they spend an inordinate time in

failing," "longer than in any other Western country," he adds.

The graduate of the "modern school" will be, it is guaranteed, trained to know, to care about, and to understand both the physical world and the social world.

There will be some trouble, it is admitted, in re-adapting schools and teachers to the new system.

"On the other hand," says Mr. Flexner in conclusion, "the spirit of revolt is rife, and teachers can be found whose efforts have already passed beyond conventional limits: with these the new enterprise would be started."

NEW JERSEY.

ATLANTIC CITY. Largely for reasons of financial stringency Atlantic City may see an adaptation of the Gary school plan installed here, if plans of Superintendent Charles B. Boyer are carried through. This means junior and senior high schools of three-year courses each.

PENNSYLVANIA.

DUNMORE. Fully 2,000 Dunmore people crowded the auditorium, corridors and classrooms of the high school for the third community song-fest. All of the musical organizations of the town, including the church choirs, the Metropolitan Glee Club and the Erie Band, participated and helped to make the evening's entertainment a success.

In order to give everyone a chance to sing and to take part in the program, certain familiar songs, such as "America," "Drink to Me

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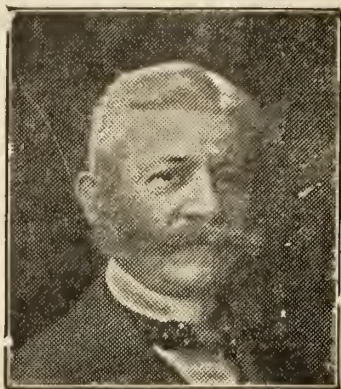
Only with Thine Eyes," "Annie Laurie," "Auld Lang Syne," "Believe Me If All Those Endearing Young Charms," and "We're Tenting Tonight," were sung between each choir's numbers. In this way everybody had a fine chance to help out in the evening's enjoyment.

The size of the assemblage showed plainly the character of the borough's people, their interest in affairs educational and the need of a new and larger high school building. When this was mentioned it provoked an unexpected and unusual show of enthusiasm.

Dr. C. F. Hoban originated the community singing idea here, and it has been carried out with the assistance of Mrs. Martha Matthews Owens.

PHILADELPHIA. Contrary to the assertions of its opponents, the new child labor law has not brought hardship to the poor, who are dependent upon the earnings of their children, according to Henry Gideon, chief of the bureau of compulsory education. Mr. Gideon says that since the enforcement of the law was begun three months ago, only four complaints of hardship have come from parents, and these have been from the very poor or from the mothers of industrial "drifters" as the children are called that drift from one employment place to another.

The law has had a salutary effect. It has reduced the number of children leaving school and seeking employment certificates from 4,000 issued in corresponding months last year to 1,100 this year. And, according to Mr. Gideon, if the present rate of reduction is maintained, be-



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tween 7,000 and 8,000 children who would have left school under the old law, will remain in school because of the provisions of the new law.

Another good effect of the law, according to Mr. Gideon, has been the stimulus it has given children to keep up with their grades and seek promotion. It is generally known by pupils now that they cannot leave school unless they have passed the sixth grade. Formerly no standard of attainment was set, and the child of fourteen could get a working certificate, no matter how unlearned.

Speaking of the effect of continuation education, which forces every child under sixteen employed in industry, back into the schoolroom for eight hours a week, Louis Nusbaum, director of vocational education, stated that the authorities here are trying to increase the child's general culture and intelligence rather than give it specific trade instruction and thereby exploit it for the sake of a certain industry.

"We are not aiming," he said, "to make the children better boxmakers or to teach them to take off the spools in a stocking manufactory with greater rapidity. We are giving them a general practical course in education that will make them better able to use their brains in all emergencies, and thus to become better workmen."

The advance in tuition rates at the Wharton School and the College of the University of Pennsylvania is in line with action which has been taken in many other educational institutions in the country, and, while coincident with the general increase in the cost of living, to which universities, as well as other enterprises, must be responsive, it is traceable to causes and conditions antecedent of the present general trend.

Harvard, with its magnificent endowment, has found it necessary to stiffen its rates, if its standards and activities are to be maintained, and institutions like the University of Pennsylvania, more dependent upon voluntary income, are at least equally justified in looking for increased contributions from the immediate beneficiaries of the facilities they provide.

Much cannot forever be given for nothing, and the universities have been furnishing more than they could afford in many instances. But there is another side of the question which cannot be disregarded. The average college youth is not gilded. The rich are in a marked minority at Harvard; in lesser proportion in Pennsylvania. Another fifty dollars a year will mean a lot to many a youth who is working his way, or whose college life represents the sacrifices of a thrifty home. Scholarships and aids are numerous, but they seldom meet the demand in full. If the rates could only be raised for those whose college life is an alternating change of carousal and siesta and the luxury of the club, and who best could afford the extra cost, and the student whose necessity sharpens his appreciation were deprived of none of the benefits of the lower schedules, the interests of society would be better served.—Philadelphia Bulletin.

The School of Education of the University of Pennsylvania has just received a new accession to its departmental library, a collection known as the Maria Hosmer Penniman Library of Education, recently established by Dr. James H. Penniman in memory of his mother. At the time of establishing it Dr. Penniman expressed his intention of making additions to the collection of 3,000 books given at the start just as rapidly as judicious purchases could be made. At present Dr. Penniman is spending most of his time at the large centres selecting and buying books upon education. As a result of these activities during the past two months, he has increased the library by a gift of about 500 volumes, and he expects to make further additions in the immediate future.

The 500 books in Dr. Penniman's latest donation may be roughly classified as follows: History of Education, about 100 volumes; Special Methods, 75; General Method, 50; Textbook Collection, 50; Educational Essays, 50; Moral Education, 40; School Administration, 25; Educational Psychology, 25; Foreign School Systems, 15; Rare Books, 15;

Treatises on Kindergarten, 5; Miscellaneous, 50.

WEST VIRGINIA.

CLARKSBURG. A boom has been launched here for Deputy Sheriff George W. Conley as Democratic candidate for state superintendent of education. Mr. Conley was formerly superintendent of the Piedmont schools.

CENTRAL STATES.

ILLINOIS.

PEORIA. On account of local conditions in the city of Peoria the meeting of the Central Illinois Section of the State Teachers' Association has been postponed from March 17 and 18 to April 14 and 15. "It is hoped that all who usually attend this section meeting will adjust themselves to the new date," says the bulletin of the State Department of Public Instruction.

LINCOLN. E. H. Lukenbill, who has been assistant county superintendent for several years, was elected to succeed County Superintendent D. F. Nichols, who resigned. The election raised interesting points as to qualifications of candidates under the new law, and the attorney-general's decision eliminated several candidates. Mr. Lukenbill is well qualified, legally and actually, for the

Government Positions for Teachers

All teachers should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. J 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

work. His predecessor established high standards for Logan County.

IOWA.

DES MOINES. For the first time in all time there are two women members of the school board, Mrs. Hoffman and Mrs. Hanna. The board has but one member who was re-elected.

KENTUCKY.

ASHLAND. By a unanimous vote and with an increase in salary Superintendent James W. Bradner was re-elected here for another three-year term. His salary is now \$2,500 a year. Ashland is now classified as a third-class city, and Superintendent Bradner hopes to have a new \$100,000 high school building next year. Manual training has been introduced this year, as has departmental work in the seventh and eighth grades, both changes proving profitable.

MICHIGAN.

DETROIT. At the meeting of the National Federation of State Education Associations at Detroit over thirty states were represented, and the following executive committee was elected: Charles S. Foos, superintendent schools, Reading Pa., president; Alfred C. Thompson, president, New York Teachers' Association, Brockport, N. Y., vice-president; E. M. Carter, secretary-treasurer State Teachers' Association, Columbia, Mo., secretary-treasurer; A. H. Chamberlain, executive secretary California Teachers' Association, San Francisco, Cal.; J. H. Wagner, secretary New Mexico Teachers' Assembly, Santa Fe, New Mexico; R. H. Wright, president North Carolina Teachers' Assembly, Greenville, N. C.; Miss Nellie Minehan, state director National Education Association, Milwaukee, Wis.

President Foos stated that the federation was a clearing house for the various state associations, and urged that there be a free interchange of opinion on the paramount problems of the several state associations.

G. W. Briles, of Ada, Okla., president of the State Education Association of Oklahoma, suggested that there should be a concerted effort in the various state associations and advised that all state associations do some specific thing each year.

NORTH DAKOTA.

DEVILS LAKE. This city is to have a new high school which shall be a complete community centre, if the progressive plan of Superintendent Nelson Sauvan is carried out.

WISCONSIN.

JANESVILLE. All persons interested in Rock County educationally are kept well posted through an educational bulletin, neatly printed, prepared by County Superintendent O. D. Antisdal and the county training school faculty.

MADISON. Pacifists notwithstanding, a set of military trenches illustrating the principle upon which the entrenchment of a large army would be planned, will be constructed by a company of the student militia near the university campus for the annual inspection which is to be made

Tuesday, May 9, by Major Monroe McFarland of the general staff of the United States Army.

A periscope constructed by Lloyd M. Garner, captain of one of the companies, will be used in the exhibition. Barb wire entanglements of three kinds will be constructed before the trenches. The first consists of wires strung on posts, which are three or four feet high; the second is the stringing of entanglements over low stakes; and the third consists in burying the butts of large branches in the earth and the stringing of barb wire among the twigs.

MINNESOTA.

CROOKSTON. Under the auspices of the State Department of Education and the College of Education of the University of Minnesota, a short course for superintendents and principals of Polk and Crookston Counties will be held here again this year, from April 19 to 22. A fine program has been prepared.

SOUTHWESTERN STATES.

CALIFORNIA.

SACRAMENTO. A proposed playground law for California provides in part that hereafter no city or town school shall be built on less than one block of ground or on less than three acres unless a block shall have approximately this area, nor any high school on less than four blocks or ten acres of ground, nor any rural school on less than five acres without special permission from the state commissioner of play and physical training as hereafter created in this bill; that two hours of play and physical training each week, over and above the fifteen minute recesses during the morning and afternoon, and the noon intermission, shall become a part of the program for each grade of the elementary and high school; that wherever any city school system shall provide qualified directors of play and physical training on its school grounds after school and on Saturdays, and during the summer, and shall also furnish the equipment, such as balls, bats and the like, which are essential to play, and such apparatus as swings, slides and sand bins for less organized play activities, and where a rural school shall furnish a suitable ground of not less than two acres, play apparatus costing not less than twenty-five dollars, with such equipment for play as indoor baseball, volley balls, tennis nets and croquet as the conditions warrant, that said schools shall receive one-half dollar extra from the state funds for each pupil in average daily attendance, provided, however, that the funds furnished by the state shall not exceed one-half of the entire amount expended on play and recreation; that the office of commissioner of education in charge of play and physical training is hereby created in the office of the State Board of Education—the incumbent to have charge of promoting the health and physical welfare of the children throughout the schools of the state, to prepare plans and specifications for the laying out and equipping of school grounds, and to supervise the conditions of this act; that an appropriation of \$50,000 is hereby set aside to meet the conditions of this law.

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STATEMENT OF OWNERSHIP, MANAGEMENT, ETC.,

Required by the Act of Congress of August 24, 1912.

Of the Journal of Education, published weekly at Boston, State of Massachusetts, County of Suffolk, ss., for April 1, 1916.

Before me a Notary Public in and for the State and county aforesaid, personally appeared Henry R. French, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the Journal of Education, and that the following is to the best of his knowledge and belief; a true statement of the ownership, management of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912,

embodied in section 443, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:—
 Publisher, New England Pub. Co.,
 6 Beacon St., Boston, Mass.

Editor, A. E. Winship,
 74 Perkins St., Somerville, Mass.
 Business Manager, Henry R. French,
 18 Park St., West Lynn, Mass.

2. That the owners are:—
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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent. or more of total amount of bonds, mortgages, or other securities are:

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HENRY R. FRENCH,
 Business Manager.

Sworn to and subscribed before me this thirty-first day of March, 1916.

JAMES M. HOOPER.
 (My commission expires September 30, 1916.)

The Week in Review

Continued from page 409.

IDLE PEACE TALK.

Any peace talk based on the speech of the German Chancellor before the Reichstag is absolutely idle. To be sure, the Chancellor declared that Germany is ready for peace, and that all blame for the continuance of the war must rest upon her enemies. But the peace that Germany is ready for is peace on her own terms—a peace which will leave her in possession of whatever gains she has made. This was clear in what the Chancellor said about Belgium. There must be, he said, "a new Belgium," and there must be "real guarantees that Belgium shall never be a Franco-British vassal." But what the combined opinion of the civilized world, outside of the Teutonic allies, demands, is not a new Belgium, but the old Belgium, restored to the rights and independence which her heroism richly deserves.

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MAGAZINES

—The educational articles in the American Review of Reviews for April are of unusual importance and interest. Dr. Abraham Flexner, one of the executive secretaries of the General Education Board, and a member of the New York City Board of Education, contributes a ten-page discussion of "A Modern School," outlining radical reforms in American secondary education, a topic which is also treated in a monograph by Dr. Charles W. Eliot, from which quotations are made. Dr. L. F. Barker of Baltimore writes briefly on "Mistaken Methods in Science Teaching." Among other notable articles are a character sketch of General Pershing, together with a description of the region traversed by our troops, by Cyrus C. Adams, and several pages of Mexican border pictures; the story of Verdun, by Talcott Williams; "Russia's Contribution to the War," by Stanley Washburn, the correspondent of the London Times with the Russian armies; "The Anglo-Russian Campaign in Turkey," by James B. Macdonald; and "The Swiss and Australian Military Systems," by Frederic L. Huidekoper.

How It Was Written

Everybody knows something of the story of how "Alice in Wonderland" came into existence, but the exact details are given by Canon Duckworth, sub-dean of Westminster Abbey, in "The Lewis Carroll Picture Book." Canon Duckworth says:—

"I was very closely associated with Mr. Dodgson in the production and publication of 'Alice in Wonderland.' I rowed stroke and he rowed bow in the famous long vacation voyage to Godstow, when the three Miss Liddells were our passengers, and the story was actually composed and spoken over my shoulder for the benefit of Alice Liddell, who was acting as 'cox' of our gig. I remember turning round and saying: 'Dodgson, is this an extempore romance of yours?' and he replied: 'Yes, I am inventing as we go along.'

"I also well remember how, when we had conducted the three children back to the deanery, Alice said, as she bade us good night: 'Oh, Mr. Dodgson, I wish you would write out Alice's adventures for me!' He said he should try, and he afterward told me that he sat up nearly the whole night committing to a manuscript book his recollections of the drolleries with which he had enlivened the afternoon. He added illustrations of his own, and presented the volume, which used often to be seen on the drawing-room table at the deanery. Dodgson's characteristic modesty prevented him from seeing the merits of the book, but at length Henry Kingsley and Dean Liddell persuaded him to ask Tenniel to illustrate it. The great Punch artist willingly consented, and the work was published.

"The Hunting of the Snark" was an equally casual inspiration. The last line of it—pure nonsense—came into Dodgson's head while he was taking a walk on the Cumnor hills. 'For the snark was a Boojum, you see,' and all that now comes before that impressive close was invented to give effect to it."—Youth's Companion.

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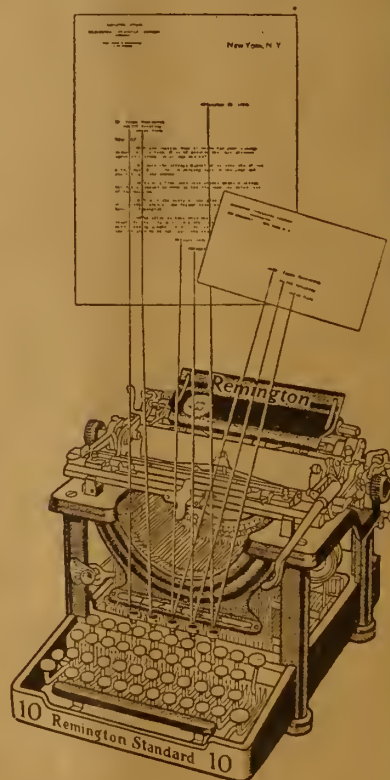
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THE WEEK IN REVIEW

THE GERMAN REPLY.

The official German reply to the inquiries of the United States regarding the torpedoing of the *Sussex* and other ships on board of which were Americans, as passengers or crew, is more ingenious than satisfactory. As to the British steamers *Berwindvale*, *Englishman* and *Eagle Point*, it admits that they were torpedoed by German submarines, but claims that in each case warning shots were fired, which were disregarded, and that boats were lowered for the escape of the crew before the ships were sunk. As to the *Manchester Engineer*, it declares that the evidence at hand does not prove that the torpedoing was the work of a German submarine, and it asks for more facts. As to the *Sussex*, it admits that a German submarine commander on the day in question torpedoed a steamer in the channel, in the region indicated, but explains that he had reached the conclusion that it was a war vessel, and submits a sketch of the ship which he made to prove that it could not have been the *Sussex*.

MEXICAN COMPLICATIONS.

New complications arise in Mexico almost daily. Now it is a report of a new revolutionary movement—the latest said to be headed by General Salazar, formerly of Huerta's staff. Then it is the statement that the Mexican authorities flatly refuse to allow the American commanders to make any use of the railways for transporting supplies. Again, there are hints of a mysterious concentration of Carranzista forces near the American border. Most serious of all is the direct demand of the de facto government that the American troops be withdrawn from Mexican territory and the further pursuit of Villa be left to the constitutionalist army. This demand, made at this time, wears a sinister aspect and creates an extremely difficult and delicate situation.

"IN THE RING."

Colonel Roosevelt's frank announcement of his readiness to accept the Republican nomination for the presidency—provided that the Republican party is in a "heroic mood"—recalls his declaration, four years ago, that his hat was "in the ring." It was generally anticipated, yet it has added to the confusion already existing, created in part by the working out of the curiously mixed primary systems in the different states. Four years ago, Colonel Roosevelt's defection was the prime cause of the election of Wilson. It would be a strange yet not impossible outcome of the present chaotic state of things if, bitterly hostile as he is to Wilson and all his ways, he should now unwittingly contribute to his reelection. The Republican party never needed to hold together more than at the present moment; and the Roosevelt candidacy, whatever its strength or weakness, is distinctly divisive.

A DESIRABLE "SPEEDING UP."

The announced intention of Congress to "speed up" its work in order to adjourn before the assembling of

the national conventions will be warmly approved, provided, of course, that the acceleration of speed is not gained at the cost of proper scrutiny and adequate debate of pending measures of importance. In legislation, as in other matters, there is a haste which "makes waste." The River and Harbor bill, which disputes prominence with the Public Buildings bill as a purveyor of "pork," has already passed one branch. The Democratic majority in both branches is holding together pretty well in most of the measures considered; but the division on the highly important bills relating to the reorganization and extension of the army, the strengthening of fortifications and naval construction is not along party lines, and the adjustment of these questions will take time.

SETTING THE CLOCK AHEAD.

Beginning with the 1st of May, all the clocks in Germany and Austria are to be set ahead one hour; and a similar change is advocated in Holland, but there the movement has not taken a definite shape. This is a definite enforcement of the "early daylight movement" which was warmly advocated in Great Britain some years ago. What it amounts to is a concerted and nation-wide getting out of bed and beginning the work of the day an hour earlier than at present. It would be idle to advocate this reform simply as a personal practice. The individual would not be moved by the suggestion that, by simply moving his clock ahead one hour, he would find it easy to get up at what purported to be seven o'clock but was really six, or at what called itself eight o'clock but was really seven. But a nation-wide regulation, requiring every one to do it, and beginning all industrial and business arrangements accordingly, is a different thing; and it involves a prodigious saving of oil and coal by providing ample daylight for all employments.

NO BUMPER WHEAT CROPS THIS YEAR.

Last year and the year before, economic conditions in Europe were greatly relieved by abundant food supplies from American wheat fields. In 1914, Europe's wheat crop was less by 345,000,000 bushels than the year before; the Australian harvest was almost a failure; and the Canadian crop was small. In 1915, the withdrawal of millions of men to the battle fields produced far worse conditions. But the wheat crop in the United States in 1914 was 128,000,000 bushels larger than ever before; and in 1915 even this bumper record was beaten, and the crop was 120,000,000 bushels larger still. But the government's April forecast of the winter wheat points to no bumper crop this year. The indications are that the crop will run thirty-two per cent. under that of 1914 and thirty-nine per cent. under that of 1915. There has been a considerable shrinkage in acreage; and, in many parts of the wheat belt, the autumn was cold and rainy and the winter weather unfavorable.

THE NICARAGUA TREATY.

The Nicaraguan Congress has lost no time in ratifying the treaty upon

which our Senate recently took favorable action. This is not surprising, for the three million dollars which the United States has promised to pay for possible canal route rights and for a coaling station on Fonseca Bay mean a good deal to a government which is in such desperate financial straits as that of Nicaragua. The money will not go far, but it is a good deal better than nothing. Incidentally, the existing government will be strengthened by the fact that its maintenance is essential to the carrying out of the obligations assumed under the treaty. But there remain to be adjusted questions growing out of the remonstrances of Costa Rica and Salvador against the location of an American naval station on the bay, which will have to be dealt with carefully.

Reports and Pamphlets

Public School Directory of the State of Texas. Bulletin 49 Texas State Department of Education, Austin, Texas. 62 pages.

"Data of Two-Years' Experience in Operation of a System of Individual Instruction." Monograph C, San Francisco State Normal School. Compiled by Frederic Burk, president San Francisco State Normal School. 72 pages.

Cedar Falls, Iowa. Bulletins on Arithmetic, History, Physiology, Drawing and Writing, Language, Geography and an Introduction to a Course of Study. By A. H. Speer, superintendent. About 15 pages each.

Greenfield, Mass. 1915 Report. Winthrop P. Abbott, superintendent. 64 pages.

Millbury, Mass. 1915 Report. C. C. Ferguson, superintendent. 43 pages.

Amherst School Report. Carroll R. Reed, superintendent. 47 pages.

"High School Textbooks. Free—Uniform—State Print Endent." By Noel H. Garrison, E. H. McMath and G. W. Wright.

Reprint 12 pages. G. W. Wright, Centerville, California, 12 pages.

MEMORIZING TWO PAGES.

A governess, missing her little charge, found her finally in the garden gazing intently at a rose.

"What are you doing here?" said the governess.

"I was watching the petals of this rose unfold," said the child.

"Don't you know you ought to be in the house studying your botany lesson?" said the governess.—The Bright Side.

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Are your future plans important enough to safeguard? Does the realization of them mean much to your happiness or peace of mind? If so, what excuse can you offer for not taking the simplest precaution in the world—insuring that your earning power will not be cut off, and that your savings will not be swept away by the vicissitudes of **illness, accident and quarantine.**

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Almost every day some teacher, struggling bravely in the midst of some unforeseen calamity, writes: "Why did you not let me know this before?" Don't wait until misfortune comes and it is too late; if you are a teacher you should inform yourself at once what the T. C. U. is doing for teachers everywhere in America.

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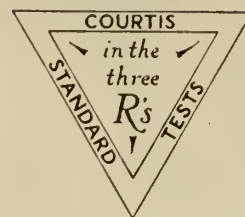
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A. E. WINSHIP, Editor

THE BUCKINGHAM TESTS OF THE GARY SCHOOLS IN NEW YORK CITY

ATTEMPTS TO DISCREDIT GARY PLAN FOUND WANTING.

BY HOWARD W. NUDD

Director, Public Education Association, City of New York

There have been several efforts to discredit the Gary plan in New York City, the most recent of which has been based upon the report of Dr. Burdette R. Buckingham, lately chief statistician to the city superintendent of schools. The impression has been created from the findings of this report that the Gary plan has been weighed in the balance and found wanting. That such an impression is unwarranted, however, is apparent from a closer scrutiny of the data and from a more careful consideration of several factors in the conduct of the tests which were apparently overlooked or lightly dismissed, but which are usually regarded as essential to sound scientific procedure. In fact, it would seem that no more favorable evidence of the satisfactory operation of the Gary plan under recognized inadequate facilities could reasonably be expected, even by its warmest advocates, than that enshrouded in the mass of statistics set forth in this report.

Dr. Buckingham sought to determine the relative efficiency of the Gary, Ettinger and traditional schools in New York City by measuring the improvement in general ability of seventh and eighth grade pupils as indicated by the results of two tests, assumed to be of equal difficulty, given in the regular academic subjects in March and in June, 1915. Eight traditional schools, each in the immediate neighborhood of one of the two Gary and six Ettinger schools examined, were selected as a basis for comparison, in order to secure "a pupil population as nearly as possible similar to that in one of the two other classes of schools." The general conclusion was that the traditional schools ranked first, the Ettinger schools second, and the Gary schools third. If there were nothing at fault with the tests, therefore, the advantages claimed for the Gary plan would obviously be open to question in so far as that part of its program which deals with purely academic work is concerned.

BUCKINGHAM TESTS FAIL IN ESSENTIALS OF SCIENTIFIC TESTS.

There are three essentials, however, to any truly scientific inquiry—an accurate conception of exactly what is being examined, a thorough appreciation of the conditions under which such an inquiry can be fairly conducted, and a careful and just appraisal of the data collected. In all of these particulars the Buckingham tests fall short.

Ability, in so far as it results from education, is a matter of growth during the entire school life of the child. Its attainment at any particular stage is, therefore, an index of the effectiveness of the training previously received. A test of the general ability of seventh and eighth grade pupils would thus be regarded, by most school men, rather as a test of the work of the preceding grades than of the particular grade in which the child happened to be. Otherwise, the educative process would have no significance. To assume that, after six or more years of educational experience, progress in general ability during a period of three months results solely from the training received during that period would seem, on its face, to be fallacious. Yet that is exactly what Dr. Buckingham has done. Public School 45, the Bronx, was a traditional school up to within three weeks of the first test in March and was still in process of re-adjustment during the period immediately following, in which the growth in ability due to the Gary plan was supposed miraculously to take place. Public School 89, Brooklyn, was also a traditional school up to within four months of the March test and was likewise undergoing re-adjustment. Both schools, also had suffered far more acutely from part time before re-organization than any of the other fourteen schools tested, which meant that the children in the Gary schools had not previously had as full amount of time as other children for regular academic work. It would, therefore, seem that what Dr. Buckingham was really testing was not the Gary plan at all but simply two schools which had been operating for six or seven years under the traditional New York program and under extremely congested conditions, and which were, at the time of the tests, in a natural state of unrest due to re-organization, as compared with certain other schools which had also been operating for the same length of time under the same traditional program but which had not previously suffered so severely from part time and were not suffering from the handicaps of re-adjustment at the time of the tests.

UNDUE HASTE IN EVALUATING GARY SCHOOLS.

Not only were the two Gary schools, however, subject to the usual unrest incident to any change in procedure, but they were further handicapped

by a woeful lack of the physical equipment recommended by Mr. Wirt and generally regarded as essential to their favorable operation. This, as is generally known, was due to the fact that the money originally appropriated for Mr. Wirt's experiment had been spent upon equipping the Ettinger schools. In both Gary schools an annex was needed to provide the shops, gymnasiums and other facilities necessary to house the children properly and to enable the program to work smoothly. Furthermore, because of the wide public interest in the experiment, Public School 45, the Bronx, in particular, was deluged with a steady stream of visitors, whose presence in the classroom and about the building was extremely distracting. The building was also comparatively new, having been in operation scarcely eighteen months. In view of these facts, there had been little time or opportunity for perfecting the organization possible in older and more favorably situated schools and essential to the best type of classroom work. It would, therefore, seem that these tests were not only extremely inopportune, but, as an evidence of undue haste in attempting to "evaluate" the Gary schools, were scientifically indefensible.

From a purely statistical point of view, moreover, Dr. Buckingham's results are open to serious question. In the first place, he compared the average results of only two Gary schools with the average results of six Ettinger and eight traditional schools. It is obvious that in this way the difficulties of a particular Gary school would exert a far greater weight than would similar difficulties in a school in either of the other groups, where there were enough instances to counterbalance poor results in any particular case. This made it possible for Public School 45, the larger of the two Gary schools, which showed poorer results in the tests, to more than offset the excellent results of Public School 89, the smaller of the two, and thus lessen materially the average for the Gary schools as a whole. In the second place, he so weighted the results for each subject as to give undue weight in the general average to the one subject—arithmetic—in which the two Gary schools did poorest, and the other schools best. It is also a question whether Public School 62, Manhattan, which is an intermediate school and which did exceptionally well in the tests, should have been included in the Ettinger group. If it had been classified as an intermediate school the general average for the Ettinger schools would have fallen considerably below that of the Gary schools.

GARY SCHOOLS, IN SPITE OF TREMENDOUS ODDS, MAKE EXCEPTIONAL SHOWING.

Waiving for the moment, however, these fundamental limitations, which would seem to invalidate completely the significance of Dr. Buckingham's work, a closer examination of the data reveals the fact that, despite the tremendous odds under which the two Gary schools were tested, they made an exceptional showing as compared with other schools. If Public School 45, the Bronx, is compared with Public School 46, the

Bronx, its neighbor, the only other school in the Bronx selected by Dr. Buckingham for purposes of comparison, it will be found that Public School 45 made much the greater progress during the three months covered by the test, showing an improvement in all subjects of 4.2 per cent. as compared with 0.3 per cent. in Public School 46. This fact, unfortunately, is not clearly shown in the report as published, because the identity of the individual schools is not given in the printed tables. It is in accord, however, with Dr. Buckingham's statement that "the fact a school showed poor results at the beginning of the period compared with another school might indeed place the poorer school in a more advantageous position due to the larger opportunity which it had for improvement." For, while Public School 45, because of its peculiar difficulties, did not rank as high as Public School 46 in either test, it did excel in improvement, which, as Dr. Buckingham indicates, is the significant point in his inquiry.

PUBLIC SCHOOL 45 EXCELS COMPANION SCHOOL IN ALL SUBJECTS AND ALL GRADES EXCEPT ONE.

It is interesting, moreover, to note that the superiority of Public School 45 was not confined to any particular grade or subject, as it excelled Public School 46 in all grades and in all subjects except arithmetic. It is also interesting to note that, whereas 53.8 per cent. of the pupils in Public School 45 improved in all subjects, only 47.7 per cent. of the pupils in Public School 46 so improved. This commendable showing of Public School 45 is even more striking when it is realized that it was largely overcrowded, chiefly with Italian children, whereas Public School 46 was uncongested, with children chiefly of American parentage.

PUBLIC SCHOOL 89 EXCELS ALL OTHER BROOKLYN SCHOOLS TESTED.

Even more significant, however, is the case of the other Gary school, Public School 89, Brooklyn. Of the six schools tested in Brooklyn, it ranked highest both in March and in June, the traditional schools next and the Ettinger schools lowest. The per cents. of correct answers were as follows:—

In March—Public School 89 (Gary), 50.7 per cent.; Public School 149 (traditional), 50 per cent.; Public School 152 (traditional), 45.2 per cent.; Public School 158 (Ettinger), 39.7 per cent.; Public School 12 (traditional), 34.9 per cent.; Public School 5 (Ettinger), 33.9 per cent.

In June—Public School 89 (Gary), 57.3 per cent.; Public School 152 (traditional), 55.7 per cent.; Public School 149 (traditional) 54.2 per cent.; Public School 12 (traditional), 45.2 per cent.; Public School 158 (Ettinger), 44.1 per cent.; Public School 5 (Ettinger), 43.7 per cent.

While it is quite true that three of these schools excelled Public School 89 in improvement, it should be remembered that, as Dr. Buckingham points out, and as was true of Public School 45, schools poorer than Public School 89 would naturally be expected to excel it in progress. It is interesting to note, however, that the improve-

ment of these Brooklyn schools did not in any instance exceed that of Public School 89 to a greater extent than that by which Public School 45 exceeded its companion school in the Bronx. It is also interesting to note that the per cent. of pupils who improved in all subjects in Public School 89 was not only greater than all the other Brooklyn schools combined, the figures being 60.6 per cent. for Public School 89 as against 58.9 per cent. for the other five schools, but also greater than in all the other schools tested in the city combined. For, 60.6 per cent. of the pupils in Public School 89 improved in all subjects, as compared with 60.1 per cent. of the children in the eight traditional schools combined and 59.5 per cent. in the six Ettinger schools combined.

MORE PUPILS IMPROVED IN GARY SCHOOLS THAN IN ALL OTHER SCHOOLS IN CITY COMBINED.

While from a scientific and professional point of view, therefore, the Buckingham tests are obviously unsound, they have really rendered the Gary schools an unintended service by demonstrating what they can do under extremely unfavorable conditions. They have shown that the Gary school in the Bronx made greater progress than its companion school, and that the Gary school in Brooklyn was not only better in both tests than all of the other Brooklyn schools, but that a larger percentage of its children improved in all subjects than in all of the other schools in the city combined.

BUCKINGHAM TESTS GRATIFYING TO SUPPORTERS OF GARY PLAN.

This expert re-assurance from Dr. Buckingham, taken in conjunction with Superintendent McAndrew's favorable report upon the Gary school, 89, Brooklyn, is most gratifying to those laymen who have found it difficult to understand why the academic work should suffer under the Gary plan, in view of the fact that the children have the same teachers and spend at least as much time upon academic work as under the traditional plan. Unless, therefore, something more convincing than any of the efforts that have thus far been made to discredit the success of the Gary plan in the traditional academic subjects can be brought forth by its opponents, it would

seem that the Board of Education would be acting in the best interests of the children in the public schools by extending the Gary plan, with all of its other advantages, to the congested districts of New York City at the earliest possible date.

MEASUREMENT OF OUR PRODUCT

BY B. M. WATSON, SPOKANE

Efficiency is the modern watchword in every field of human endeavor. In most enterprises, it is possible to make a balance sheet which will determine within reasonable limits the efficiency of the plant and its management. No such test has been applied to a public school enterprise.

An American school system, as almost universally administered, is like a manufacturing concern whose officers and employees are paid by public taxation, whose raw material is contributed by the patronizing public, and whose finished product is given away without even the formality of counting, weighing or measurement.

Imagine the waste and extravagance in a business enterprise whose board of managers have only to levy another tax upon their patrons when the treasury is exhausted and who are not required to depend upon the sale of finished goods for funds with which to pay for labor and material.

It is comparatively easy to "check" expenditures of money and material—salaries, books, supplies, fuel,

repairs and other items pertaining to the physical administration of the schools. These represent only the debit side of the account. They can be expressed in concrete terms. But what of the enormous questionable expenditure of time and energy of both pupils and teachers, that must be charged to the profit and loss account? How shall we "check" the output of the schools in terms of citizenship, of character, of personal power, of earning capacity?

This need of some scale of measurement is not a new discovery. It has expressed itself in recent years in the form of school surveys.

Most of the surveys are conducted by men of recognized standing in the teaching profession. These men visit the city under investigation, consult the school officers, principals and teachers, look over records and reports, examine the



ADA VAN STONE HARRIS.
Director of Elementary Teaching, Pittsburgh, Pennsylvania.

course of study, and observe the teaching performance in a number of classrooms.

They study the organization of the school system from various standpoints, and apply their own standards in determining which features are good and which are bad.

Afterward, a report is made, citing the findings of the committee, both adverse and favorable.

The report closes with a series of recommendations.

Both the findings and the recommendations are based upon investigations of the examiners within the school system itself. Whether the report is creditable or otherwise to the system depends upon the completeness of their observations and the standards of judgment which they accept.

So far as the writer is aware, in none of these surveys has any serious attempt been made to determine for any community, in intelligible terms, to what degree the schools are satisfying the demand for an intelligent, upright citizenship, composed of law-abiding, self-respecting and self-supporting men and women; to what degree, also, the schools are affording to every individual of school age the means whereby he may discover the life pursuit for which he is best fitted, the one which will afford him the best opportunity

to use his native talents, and giving him the preliminary training requisite thereto.

The fact that this is a most difficult field of investigation should not deter us from the attempt. Instead of invoking from time to time a spasmodic survey by a special committee, it is the duty of every school system to maintain a progressive and continuous "check" upon its own effectiveness.

Through the co-operation of principals and teachers, we have been conducting for several years a check upon the schools of this district. Your attention is invited to a brief outline of the plan together with some of the results thus far obtained.

By practically universal agreement one of the determinants of the success of a school or group of schools is that of persistency in school attendance. In other words, assuming that the educative material and processes are of the right sort, and that the pupils attack the material with reasonable vigor, the longer the pupil can be held in school, and the nearer his approach to completion of a prescribed course the better for the individual and the community.

Furthermore, the degree of persistency in school attendance is one of the surest indicators of the fitness of the educative material and process.—Report.

THE MEANING OF TUSKEGEE— (II)

BY W. J. BUTTON

In the founding of the now famous school at Tuskegee the world at large was little interested. This institution, destined to be great, sprang from seed so modestly and so humbly planted that few indeed were cognizant of its inception. That the seed was sown in intelligence as well as in simplicity, the harvest already richly proves. Tuskegee Institute had its birth in an actual and great need—it came in answer to the cry of a race for help. It was a hand held out to men and women striving to lift themselves up in the struggle of life, and unable to rise alone and unaided.

How to rise from the lowly conditions entailed by slavery was, after emancipation, the burning problem for the negro. The answer to this question, "How to Rise," as applied to the American negro, after his freedom had been secured, seemed to many people simple and easy. To the average intelligence a single word suggested the ready and radical remedy. In this one word, "Education," was to be found the negro's panacea.

The example of Tuskegee, the influence of Dr. Washington and his co-workers, the vast results of his educational methods, have brought conviction even where opposition was at one time deep and malign. Tuskegee Institute, it is now all but universally acknowledged, stands for the sanest and most potent solution of the problem of education as applied to the negro race in the South. It is acknowledged also, freely, that the work of Tuskegee has had a wide and beneficial

influence upon the white race as well as upon the black.

"If a thing is good it must be good for something," was a favorite maxim of Socrates. That a good thing is good for something definite and valuable may well be a test of an educational scheme. What is an education good for? A system of education that will enable us to make the most of ourselves, physically, mentally and morally, would render the human race a great service. Such a system would be an adequate answer to the demands of the ancient philosopher as well as to the needs of the present day.

The leverage of the right forms of education, as an uplifting means, has been thoroughly tested at Tuskegee Institute. The experiment has proved of permanent and incalculable value to those who have come under its influence. But of even greater significance to the world at large is Tuskegee as an exponent of the utility of practical education. As an object lesson of the meaning, method and effectiveness of vocational training Tuskegee makes her greatest contribution to the educational thought and effort of this generation.

The time-honored notion that schooling is for scholarship, without regard to its usefulness; that learning serves for information and culture, with no necessary bearing upon life—is no longer accepted as a full and satisfactory definition of education. In addition to mental and moral training, we begin to see, as Booker T. Washington saw from the beginning, that the time

and the social conditions demand also preparation for vocation.

Every system of education is necessarily more or less an experiment. Within the last decade educational thought and practice have taken long strides in the direction of the practical and the useful in life's activity. A day at school is regarded as an experience in real life.

Our early forms of education gave us a few nobly equipped men, but it failed to put into the hands of the many the instrument by which they could conquer their world and make the most of it for themselves and humanity. Education must lead the people in all progressive movements and teach them the true adjustments to changed and changing conditions. In the march of ideas, industrial education has come to the front. This form of school training combined with mental and moral discipline undertakes to prepare young people to solve their problems in the affairs of life, to make them capable and willing in the discharge of their duties, and to become effective examples of intelligence, honesty and industry under all conditions and circumstances. This means social efficiency which, when properly defined, should be the chief aim of popular education.

In founding the first college in America the avowed object was the training of young men for the ministry. Harvard has, however, long since abandoned her original purpose. At the founding of Tuskegee the avowed object was to furnish young men and young women an opportunity to acquire a sound, moral, literary and

industrial training. To this definite purpose Tuskegee has steadfastly adhered, and in the face of gigantic difficulties has remained at all times sanely and bravely optimistic, and finally successful.

It is the glory of Tuskegee that in her educational doctrine and practice she has from the start thus stood for the actual problems and the real purpose of life. Her great and absolute aim is, and has ever been, to make the student self-helpful and self-reliant through definite, thorough and practical training—believing that, having become uplifted himself, the student will, by his example, help uplift every other member of the community in which he lives. This is the lofty object of Tuskegee—the betterment of life in every neighborhood, hamlet, village and town; on every farm, in every workshop, in every location and profession. And the personal leaven which is to permeate and elevate the mass is the faithful, loyal disciple of Tuskegee Institute.

"Education," said Doctor Washington, "will finally solve the race problem." Yes, education rightly applied, will lift the white man's burden as well as the black man's load. A remarkable change has already been wrought by the educational processes as practiced in Tuskegee. "The greatest influence of the industrial education in the South," Doctor Washington said, "is not in anything that is visible or tangible, but it is in the changing of the old idea of the negro that labor is degrading." Under this influence industry, thrift and prosperity are taking the place of idleness, incompetence and poverty.

MORAL CONDITIONS IN MASSACHUSETTS HIGH SCHOOLS

The public has from time to time been informed by various persons and from numerous sources that a large degree of immorality existed among the young people in high school or of high school age. The statements have often been of a very vague nature, but sometimes more concrete as to numbers and extent of the evil mentioned.

So widespread have some of these statements been made and by not a few persons, who honestly believed them to be true or at least founded upon a reasonable degree of fact, that the Committee on Moral Welfare of the Massachusetts Sunday School Association determined to make some first-hand investigation and thus endeavor to acquaint itself with the facts and opinions of those in a position to know and to express intelligent and well-founded opinions regarding the matter.

The Committee felt that in justice to the young people supposedly involved, the good name of the schools and communities in which such conditions were reported as existing that the truth should be known and if as reported suitable and well-directed efforts should be made to

remedy conditions or else the public be correctly informed and the minds of many persons freed from the fear and prejudice caused by such disturbing statements.

One person, who had made several of the most definite and damaging statements, was pressed to substantiate them or else retract and cease from making them. Upon being closely pressed foundations in fact were entirely lacking and the person making the statements has left New England, but the effects of unwarranted statements are still with us and occasionally some one quotes them as being true or probably so. It is with the hope of clarifying the atmosphere and of presenting the best obtainable information for the public good and in justice to our great company of clean-lived and high-minded young people and the good name of our splendid high schools that the Committee presents the following statement and quotes verbatim from every reply received that the public may have the same source of information as the Committee and draw their own conclusions.

The following communication was mailed to 109 high

school principals in Massachusetts, including thirty-six cities and fifty towns. Replies came from thirty-four cities and from all but six schools. Two replies are without identification. The principals making reply have been in their positions in this state for the most part of the time, and thirty-six of them giving length of service have served an average of twenty-one years each.

To the definite three questions, replies have been received without comment from twenty-six saying: "Conditions do not warrant confidence in statements regarding immoral conditions to any extent."

"I have not found conditions to warrant alarm as to young people fourteen to nineteen years of age."

"I am convinced that an occasional case has been exaggerated and become a basis for unwarranted statements."

Eleven other replies omit the second question but apparently by oversight. Three others take the opposite view, and one says: "We have no information on the matter for publication."

Nearly all the other replies are the same as the twenty-six, making over 100 in all with the additional comments quoted herewith:—

[Copy of letter sent.]

Boston, Mass., December 1, 1915.

To the Principals of a Few High Schools in Massachusetts:—

Gentlemen: Within a few years a number of statements have been made, both in public and private, seriously reflecting upon moral conditions in some high schools in Massachusetts, especially in and about Greater Boston. Because of the damaging nature of these statements, and the doubt which has arisen in the minds of many persons as to their correctness, we are writing you for an expression of opinion if there is any warrant for the statements, some of which you may or may not have heard. Suffice it to say, they have implicated not simply now and then a person in immoral practices, but there have been sweeping statements as to large numbers, going so far as to state that frequent withdrawal from schools for maternity and other causes have been known.

While many of us seriously doubt the reliability of these statements, we would like to have the nearest possible to an authoritative confirmation or denial from those who may be in a position to know. We do not ask you to give any concrete cases or instances, only to express your frank opinion, if from your experience, knowledge and observation in present or previous high school positions, there has existed or does exist any serious or alarming immoral conditions that warrant such statements being made either in public or private.

We desire, if it is possible to do so, to secure them authoritatively, but to have the facts so far as generally expressed from those, like yourself, who might be able to furnish them. No names of individuals or cities or towns will be used in any statements, summaries, evidence and information received. A copy of the same will be furnished you, if you so desire, in replying upon the enclosed card form, for which stamped, addressed envelope is mailed herewith.

Thanking you in advance for your very brief reply to this matter, we remain, in behalf of our Committee on Moral Welfare,

Yours sincerely,

Seba A. Holton, Chairman.

"In twenty-six years of teaching I have known of only two cases of maternity, and both of these were traceable to vacation influences."

"In the fifteen years I have been engaged in high school work, nine of which have been spent in Massa-

chusetts, but one girl has had to leave school to become a mother, and she had yielded to the seductions of a boarder in her own home, who had nothing to do with the school. In my experience no truthful word of scandal has been raised against one of my pupils as pupils of my school."

"In my experience (seven years) I have never had any case where it was more than 'silly puppy love' between a boy and a girl."

"No doubt there is immorality among boys and girls of high school age and attendance, but such as there is cannot occur in school or during school time. I fail to see how responsibility for immorality of the kind in question can be placed elsewhere than upon the home."

"Our school, in common with other large high schools, has suffered from the rumors of immoral conditions to which you refer. In our own case there is absolutely no foundation for any of them. We have in our school 1,550 girls and 850 boys. During the years in which I have been headmaster there has been nothing whatever to warrant any such rumors. We have made careful investigation, and whenever we have heard anything reflecting upon the character of the school, we have endeavored to run it down, but have found no one who was willing to substantiate it. The moral atmosphere is and has been good. It ought to be one of the greatest recommendations for our public high school system that so many boys and girls of adolescent age can associate so intimately and yet be guilty of no act that would warrant the miserable scandal that is about."

"In fourteen years in three schools I have known positively of but one case of withdrawal from school for maternity; one withdrawal for prompt marriage looked suspicious."

"I believe that morality of high school pupils is much above the average of the community. Thirty-five years' experience in high school work is the basis of this statement."

"I have been a high school principal for twelve years in small schools, not over 150 pupils. During that time I have never had any knowledge of immoral practices between the sexes among my pupils. In one instance a girl left school for maternity, but scarcely any 'pairing off' even among the boys and girls."

"During six years, we have not had one girl leave school for a maternity case. During the high school dance I have kept close watch, and am pleased to say that nothing unusual has happened. We have had a clean school and know of nothing which will not keep it on the same high plane."

"I have never known of a case of gross immorality or of withdrawal from school for maternity."

"I believe that the condition of our High School from a moral standpoint is very high and that it would be difficult to find an aggregation of 265 pupils who would stand the test better than the members of our High School. During my principalship of over twenty-five years I have heard of only two cases in which girls left the school on account of maternity and in these cases the other party was not a member of the school and furthermore had never been."

"I speak only for (naming two cities) where my experience of twenty-seven years has been gained. Ridiculous exaggerations have been current here, but careful inquiry and investigation in my own field have revealed not a single case of leaving school on account of maternity. The conduct and I believe the social relations of our boys and girls are probably exceptionally good; and I must conclude that stories of immorality are usually highly exaggerated."

"In my twenty-seven years of service in this school there has been one case of a pupil leaving under a sus-

KITCHENER'S MOB

BY JAMES NORMAN HALL

[Excerpts from article in March Atlantic Monthly.]

One thing that we learned during our first night in the trenches was of the very first importance. And that was, respect for our enemies. We came from England full of absurd newspaper tales of the German soldier's inferiority as a fighting man. We had read that he was a wretched marksman; that he fired his rifle blindly; that he would not stand up to the bayonet; and that when opportunity offered, he crept over and gave himself up. We thought him almost beneath contempt. We were convinced in a night that we had greatly underestimated his abilities as a marksman. And as for his all-round inferiority as a fighting man, one of the Gloucesters put it pretty well.

"'Ere! If the Germans is so bloomin' rotten, 'ow is it we ain't a-fightin' 'em sommers along the Rhine or in Austr'y-Hungry? No, they ain't a-firin' 'wild, I give you my word. Not around this part o' France, they ain't. Wot do you sy, Jerry?"

* * * * *

During our first summer in the trenches, there were days, sometimes weeks, at a time, when, in the language of the official bulletins, there was "nothing to report," or, "calm" prevailed "along our entire front." From the point of view of the war office, these statements were, doubtless, true enough. There were no great battles, there was no wholesale slaughtering of soldiers. But from Tommy Atkins's point of view, "calm" was putting it somewhat mildly. Life in the trenches, even on the quietest of days, is a long battle of British resourcefulness versus German ingenuity. Snipers, machine gunners, artillerymen, airmen, engineers, signalmen of the opposing sides, vie with each other in daring and skill, in order to secure that coveted advantage, the morale. Tommy calls it the more-ale, but he jolly well knows when he has it and when he hasn't.

* * * * *

The better I knew Tommy, the better I liked him. He hasn't a shred of sentimentality in his make-up. There is plenty of sentiment, sincere feeling, but it is very well concealed. I had been a soldier of the King for many months before I realized that the men with whom I was living, sharing rations and hardships, were anything other than the healthy animals they looked. They seemed to live for their food. They talked of it, anticipated it with the zest of men who were experiencing for the first time the joy of being genuinely hungry. They watched their muscles harden with the satisfaction known to every normal man when he is becoming physically fit for the first time. But they said nothing about patriotism, or the duty of Englishmen in wartime. And if I tried to start a conversation on that line, they walked right over me with their boots on.

* * * * *

There were days when the front was really quiet. The thin trickle of rifle-fire only accentuated the stillness of an early summer morning. Far down the line many a Tommy could be heard singing to himself as he sat in the door of his dug-out, cleaning his rifle. There would be the pleasant crackle of burning pine sticks, the sizzle of frying bacon, the lazy buzzing of swarms of bluebottle flies. Occasionally, across a pool of noonday silence, we heard the birds singing; for they didn't desert us. When we gave them a hearing, they did their cheery little best to assure us that everything would come right in the end. Once we heard a skylark, an English skylark, and for a little while it made the world beautiful again. It was a fine thing to watch the faces of those English lads as they listened. I was deeply touched when one of them said: "Ain't 'e a plucky little chap, singin' right in front o' Fritz's trenches fer us English blokes?"

* * * * *

There was sudden hurricane of rifle- and machine-gun fire, and in an instant all the desolate landscape was revealed under the light of innumerable trench-rockets. We saw the enemy advancing in irregular lines to the attack. They were exposed to a pitiless infantry fire. I could follow the curve of our trenches on the left by the almost solid sheet of flame issuing from the rifles of our comrades against whom the assault was launched. The artillery ranged upon the advancing lines at once; the air was filled with the roar of bursting shells and the melancholy whing-g-g of flying shrapnel. I did not believe that any one could cross that fire-swept area alive, but before many moments we heard the staccato of bursting bombs and hand-grenades, which meant that some of the enemy at least were within striking distance. There was a sharp crescendo of deafening sound; then, gradually, the firing ceased, and word came down the line: "Counter-attack against the — Guards; and jolly well beaten off, too!" Another attack was attempted before daybreak, and again the same torrent of lead, the same hideous uproar, the same sickening smell of lyddite, the same ghastly noonday effect, the same gradual silence, and the same result.

* * * * *

The worst of it was that we could not get away from the sight of the mangled bodies of our comrades. Arms and legs stuck out of the wreckage, and on every side we saw ghastly distorted human faces—the faces of the men whom we had known, with whom we had laughed and joked and shared rations for months past. Those who have never had to undergo experiences of this sort cannot possibly know the horror of them. It is not in the heat of battle that men

lose their reason. Battle-frenzy is, perhaps, a temporary madness; but when the fighting is ended there comes the real danger. The strain is relaxed. Men look about them and see the bodies of their comrades torn to pieces as though they had been hacked and butchered by fiends. One thinks of the human body as inviolate, a beautiful and sacred thing. The sight of it dismembered or disemboweled, lying in the bottom of a trench, tramped into the mud, smeared with blood and filth, is so revolting as to be almost unendurable.

* * * * *

"Wot sort of a week you had, mate?"

"It ain't been a week, son; it's been a lifetime!"

"Lucky fer us you blokes come w'en you did. We've about reached the limit."

"Ow far we got to go for water?"

"'Bout two miles. Awful journey! Tyke you five hours to do it. You got to stop every minute, so much traffic along that trench. Go down Stanley road about five 'unnerd yards, turn off to yer left on Essex Alley, then yer first right. Brings you right out by an old farm w'ere the pump is."

"'Ere's a straight tip! Send yer water fatigue down early in the morning. Three o'clock at the latest. They's thousands usin' that well an' she goes dry after a little w'ile."

"You blokes want any souvenirs, all you got to do is pick em' up. 'Elmets, revolvers, German di'ries, rifles. You wyte till mornin! You'll see plenty."

"Is this the last line o' Fritzies' trenches?"

"Can't tell you, mate. All we know is, we got 'ere some'ow, an' we been a-oldin' on. My Gawd, it's been awful! They've calmed down a bit tonight. You blokes is lucky comin' in just w'en you did."

"I ain't got a pal left out o' my section. You'll see some of 'em. We ain't 'ad time to bury 'em."

* * * * *

Rarely a night passed without its burial parties. "Digging in the garden," Tommy calls the grave-making. The bodies, wrapped in blankets or water-proof ground-sheets, are lifted over the parados and carried back a convenient twenty yards or more. The desolation of that garden was indescribable. It was strewn with wreckage, gaping with shell-holes, billowing with numberless nameless graves, a waste land speechlessly pathetic. The poplars and willow hedges had been blasted and splintered by shell-fire. Tommy calls these "Kaiser Bill's flowers." Coming from England, he feels more deeply than he would care to admit the crimes done to trees in the name of war.

BREAD ON THE WATERS

BY W. C. WOOD

Commissioner of Higher Education, California

"Cast thy bread upon the waters," said Solomon the Wise, "for thou shalt find it after many days." A few days ago I put Solomon's saying to the test by scattering a few crumbs, and lo, I reaped a harvest of loaves. I had just finished checking over the changes in high school positions during the last year, when a newspaper man entered the office hungry for a story. Forthwith I produced statistics showing that forty-eight high school principals had moved or been moved during the year, and that the percentage of teachers seeking change of climate was, even greater.

Now statistics always have a stimulating effect in the office, so I began to philosophize in the presence of that reporter. It is surprising how readily he absorbed my philosophy, and how accurately he interpreted it to the public. I believe we ended the discussion by agreeing that civil service is the cure for most of the ills that flesh is heir to. Anyway it wouldn't hurt to try it on the teachers—they have been schooled to endure almost anything.

So much for the crumbs; the loaves came immediately and without warning. First, the general agent of a life insurance company called on me, and told me he could use every principal out of a job, and assured me that if the principal were worth his salt, he could make more money than he did while teaching the children of an unappreciative public. He wanted the names and addresses of all the teachers in the state who are unemployed! I told him I would submit the list as soon as possible. Next, I was called to the 'phone by a real estate man who assured me that two of the best qualified school men could be taken care of in his offices (note the plural) and that, without doubt, they could make more money than they could in the classroom. I told him I would try to pick out some school men who would make good real estate agents and submit their names. Then I was interviewed by a colonizer—one of these benevolent fellows who want to do humanity a good turn while doing a turn for himself. He had several thousand acres of land upon which the unemployed school teachers might settle, and ere long find repose under their own vines and fig trees.

Time will not permit me to paint in glowing terms the entrancing features of any of these propositions, but I can assure you that the gentlemen who called upon me made them fairly gleam. However that may be, I am glad I talked to that reporter. Perhaps there is some better place awaiting every good school man who has to move on. So mote it be!—Bulletin.

April 23, 1916, will be the three-hundredth anniversary of the death of William Shakespeare.

STENCILS VITALIZE SCHOOL WORK*

HOW ONE COOK COUNTY, ILLINOIS, SCHOOL TEACHER MAKES HER SCHOOL WORK INTERESTING AND PRACTICAL.

Last September we made our first chart in the schoolroom. It was a dark, gloomy, rainy day—one of those days that the children are naturally restless, and the only antidote is something to do that is intensely interesting; therefore, the Fly chart.

I had all the material in readiness beforehand,

order and tacked them on a piece of wood cut to fit our chart stand. This stand was made by the older boys also from directions given by the Harvester Company, and while simply made, is a very valuable asset in any rural school.

When the chart was in readiness I told the children that on the following Friday morning



AGNES M. PAGE
Principal, Morton Grove School

according to the directions furnished with the stencils from the International Harvester Company. I showed the children how to arrange the stencils, then I started the cover sheet, and gave each of the older children a stencil, a sheet of muslin about a yard square, a piece of black crayola, and four thumb tacks. To each of these children I assigned a space at the blackboard. I allowed each of the other children to select his own helper, and thus I had all in the game.

CHILDREN MUCH INTERESTED

The children were all so interested that most of them worked without intermission until long after the usual time of dismissal. Those who could not stay to finish took theirs home, and all the sheets were finished the next day.

One of the older boys then put the sheets in

*We are indebted to the International Harvester Company for the use of these illustrations.



Making the outline pattern

for opening exercises each child might explain his or her page. The result was very gratifying. In fact it was nothing short of a marvel to me, although I expected something good from the deep interest exhibited by every child while making the chart.

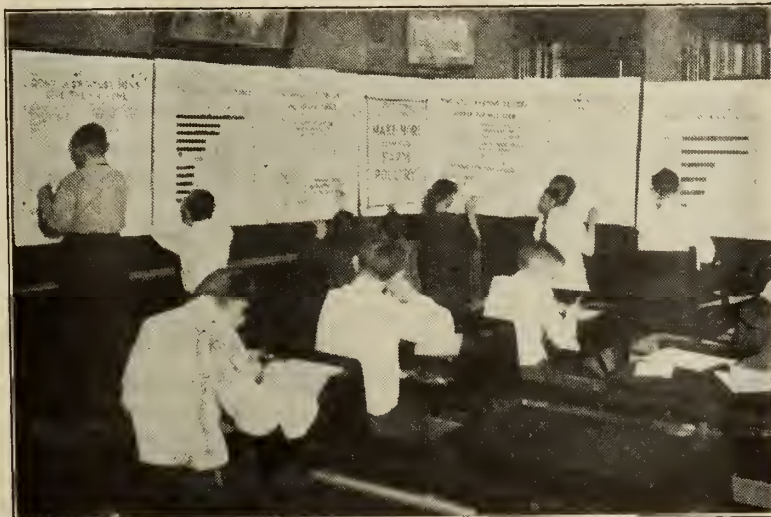
I chose the Fly chart as the first chart because we had made an extensive study of Flies, and had made fly-traps in school. Then, too, during the summer I had given a lecture in the local theatre with the use of slides showing the disastrous results of flies.

After each child could explain his own page, I rotated until every child could explain every page in the chart.

We used the chart also as a basis for original problems in arithmetic and for language lessons.

The next chart we made was the Poultry chart. We made this to supplement the work of our Boys' Poultry Club. Although the novelty of making a chart had worn off, the children were

Continued on page 437.



Each pupil stencils a different sheet

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A. E. WINSHIP.....Editor

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SPAULDING'S HEROISM

Superintendent F. E. Spaulding of Minneapolis has started something.

The world admires courage. There has been less well defined heroism in educational administration than in most lines of public activity.

Wirt of Gary has been heroic in defying traditions as to class arrangements, the curriculum and the use of the teacher's time and the pupil's. Francis of Los Angeles has had a sort of dare-devil courage in tearing down sacred traditions as to values of subjects and especially as to the relation of the high school to the university. Meek at Boise was heroic to the limit as to the relation of school time and out-of-school time in high school education. Alderman of Portland, Oregon, is taking great risks in adjusting teachers to class work from year to year, as well as in school credit for out-of-school life in the grades.

But Spaulding of Minneapolis is the only man with real courage. These other men merely adjusted the gearing of the buzz saw, but Spaulding has grabbed the buzz-saw, teeth and all, while at full speed.

We have been watchfully waiting for it. He is attempting no more in Minneapolis than he achieved in Newton, Massachusetts, but Newton is a small de luxe suburban city where authority, centralization and efficiency are the most popular slogans, where teachers are a by-product in social, civic, community life. It took no courage for Mr. Spaulding to line the teachers up and say "Come" to one and "Go" to another. Indeed, this was the most popular possible attitude in Newton.

But in Minneapolis! This is different. Here

is a city of a third of a million people with 1,500 teachers, with a host of working people, with teachers who have great social, civic and community force. In Minneapolis the teachers are no by-product.

Frederick W. Taylor's efficiency machine was a mere toy in comparison with Dr. Spaulding's efficiency test.

Everything traditionally sacred to teachers is ignored. What some educators have been saying academically about the worthlessness of experience as experience he puts in action.

"Teachers whose length of service permits retirement on pension should do so as soon as the interests of the schools require it. That is one of the purposes of the pension—to relieve the schools without injustice to the teacher."

"Our rules do not point to the continuance of a regular teacher without an increase in salary."

"The salary and increases of probationers may be adapted to individual merit.

"Teachers of all grades and classes who cannot be recommended for re-appointment in accordance with our regulations, should be given full opportunity to resign."

These are suggestive of Dr. Spaulding's marshaling of the teaching force for efficiency.

There is no place in his scheme for efficiency in getting a "political pull," in having influence with the press, in friendliness with society leaders in maintaining high efficiency in church work, in belonging to any club or organization.

It is idealization idealized.

It assumes that those who pass judgment are infallible.

It assumes that there can be no such thing as prejudice in those who do the ranking. It assumes that all virtue comes from above.

If the public has adequate confidence in the supreme wisdom of those who classify the teachers; if there is no public suspicion that any prejudices do or can exist in those who do the ranking; if there is universal confidence that no political, social, religious or personal consideration can inject itself into the situation, then Minneapolis is likely to stand solidly behind the superintendent in his heroic efficiency scheme.

Everything will hinge upon public opinion, upon public confidence in the management of the scheme.

JAMES B. ANGELL

At the age of eighty-eight James B. Angell, one of America's leading educators, ablest statesmen, and noblest Christian gentlemen, passed on on April 1, after a week's critical illness. He was the oldest college president in point of service in the United States. With his combined

terms as head of the University of Vermont and the University of Michigan, he had been a college president for forty-eight years. He was a pioneer in the great system of state universities and co-education.

More than forty years ago Dr. Angell wrote a book on the progress of international law, and he became a recognized authority on international relations. He, more than any other man, was responsible for the Chinese exclusion act, and as Minister to China it devolved on him to reconcile the Chinese to this discrimination against them. He did this most skillfully.

President Hayes appointed him as Minister to China, 1880-1881, and President McKinley appointed him as Minister to Turkey in 1897.

As a classroom instructor he rivaled Mark Hopkins of Williams College; as an inspiring leader of young men he rivaled Charles G. Finney of Oberlin; as a scholar he rivaled President McCosh of Princeton; as an administrator he rivaled Charles W. Eliot of Harvard; as a statesman he rivaled Elihu Root. To those of us who knew him during the last third of a century he was a most appreciative friend, while to those who were honored with the privilege of being students in his classes he must have been an idolized leader.

MASSACHUSETTS IN THE GAME

We have said so much about the winnings of boys and girls in the West, Southwest, Northwest and South that we fear our readers will forget that Massachusetts is in the game. Here are some triumphs for 1915:—

F. Earl Williams, age thirteen, Sunderland, raised ninety-eight bushels of Dent corn per acre, at a cost of forty-seven cents per bushel. His exhibit scored ninety-eight points.

Isadore Horin, age seventeen, Westminster, raised 114 bushels of potatoes on one-fourth of an acre, or at the rate of 458 bushels per acre, at a cost of thirty cents per bushel. His exhibit scored eighty-eight points.

Gustavus W. Anderson, age seventeen, Brockton, raised products on one-twentieth of an acre that yielded \$94.78 in cash value, at a cost of \$14.94; \$12.50 was prize money, and \$27.42 was canned products. Anderson also won a third prize as a member of the Canning and Marketing Club, and a fourth prize in the Potato Club. He won the State Sweepstakes prize, a silver cup, for the best exhibit of potatoes, which scored ninety-six points at the State Fair.

Willard Buckler, age twelve, Pittsfield, raised two pigs, making a daily gain of 2.28 pounds per day, at a cost of 6.6 cents per pound. His pigs scored ninety points, being the best pigs in the state.

J. Harold Merrick, aged fifteen, Wilbraham, got 822 eggs from ten hens in 100 days, at a cost of \$5.59, or 68-100 cents per egg. His profit was \$1.50 per hen for the hundred days.

Ethel Spooner, age sixteen, Brimfield, canned \$84.73 worth of products, having twenty-four varieties, the quality of the exhibit scoring ninety-three points.

CAMP-FIRE GIRLS

Dr. Luther H. Gulick and his associate managers of "The Camp-Fire Girls" have set the world a pace with an unprecedented demonstration.

It is as near unbelievable as anything in social service can be.

The Camp-Fire Girls as an organization is self-supporting. No foundation is behind it! No rich man or men, no woman or women!

The year ending March 1, 1916, defies competition.

No contributions!

No debts!

No unpaid obligations!

An active membership, 77,845 girls!

Receipts from girls at "a cent a girl a week," \$31,218.52.

Total income, \$46,002.69.

Total expenses, \$43,338.40.

Absolute net gain, \$2,664.29.

This is the only organization in the world, so far as we can learn, the primary aim of which is to glorify the home, the mother and home activities.

It is absolutely self-supporting!

It is absolutely self-governing!

It will be the eighth wonder of the world if it does not discover the wildest opposition from the envious and the jealous.

Self-supporting and self-governing are not popular slogans.

MR. NUDD'S ARTICLE

We are using this week an article by Howard W. Nudd of New York on the Buckingham comparison of some schools in that city.

When we read the Buckingham report we were so scientifically outraged that we did not trust ourselves to write thereon.

Another reason why we let it alone was the fact that we might be accused of prejudice against it because of the results claimed for it, whereas we cared infinitely less for the effect upon Mr. Wirt and Mr. Ettinger than for its non-scientific revelation.

While we had not followed Mr. Buckingham's investigations we had supposed that he was doing good scientific expert work.

We had not had so severe a scientific shock for six years—we have had a worse one since—as when we saw him averaging the unaveragable.

An automobile goes forty miles an hour, a horse goes nine miles an hour, a wheelbarrow goes two miles an hour. The average speed of automobiles, horses and wheelbarrows is seventeen miles an hour. This is a mighty uplift on wheelbarrows, but hard on automobiles.

That sort of thing might go in the sporting world, but in education it is a tragedy.

It would seem as though New York has had troubles enough in the last five years without going to graveyards to bring forth the ghost of averages for the production of an educational nightmare.

JUSTICE AT LAST

The late John A. Hill, head of the Hill Publishing Company, believed that good service extending over many years should be rewarded. Under the terms of the will William W. Mayer, treasurer of the company, receives \$25,000 for his twenty-two years connection with the firm, and Miss Rose Steiner, who was Mr. Hill's private secretary, receives \$30,000 for a longer period of service. The will allows \$2,500 to every employee who has worked in any capacity whatsoever for twenty-five years in Mr. Hill's employ, \$2,000 for those who have served twenty years, \$1,500 for those who have served fifteen years and \$1,000 for those who have served ten years. Eighty-five persons profited \$1,000 or more by the will.

A BOSTON BOYS' CLUB

There is cause for genuine pride and unalloyed satisfaction that Boston easily raised \$125,828 in ten days for a Home for the Bunker Hill Boys' Club.

The Bunker Hill Boys' Club was one of the first, if not literally the first modern Boys' Club, and the organization and maintenance of the club, which is to receive a first-class building for their own use, was due to Frank S. Mason, an idealist and a man with the skill, faith and purpose to realize the ideal. The unusual feature is that the Bunker Hill Club is in Charlestown, a section of Boston entirely distinct from any other part of Boston, virtually a suburb, and yet practically all of the money was raised in other parts of Boston and in other suburbs.

MINNESOTA RURAL SCHOOLS

The Minnesota rural schools have been highly honored through a study, and the publication of the study of H. W. Foght, specialist of the Bureau of Education, Washington, of "The Rural School System of Minnesota, A Study in School Efficiency," Bulletin 1915, No. 20. For completeness, for sympathetic appreciation, for educational discrimination, for skilful presentation, for illustrative material it is both attractive, illuminating and suggestive.

THE BUREAU OF EDUCATION

The Secretary of the Interior, Mr. Lane, has said in two annual messages to Congress that the Bureau of Education should either be abolished or put to some high purpose.

Congress responds with a paltry addition of \$5,000 in order that it be "put to some high purpose."

HILLEGAS TO VERMONT

M. B. Hillegas of Columbia University succeeds Dr. Mason S. Stone as State Commissioner of Education in Vermont. Dr. Stone was honored with the election as first commissioner as he had long been state superintendent. Indeed, he had twice been state superintendent and each term was a long term. He has been contem-

plating retirement for some time in order that he might get the most enjoyment out of the leisure which he can abundantly afford, and which he has richly earned. But he was tempted to start the commissionership on its new career and then turned the lines over to Dr. Hillegas, who knows the state thoroughly well and especially the new aims and purposes.

SUSAN ELIZABETH BLOW

Miss Susan Elizabeth Blow, who passed away recently, was one of America's most eminent educators and one of her most famous women.

The kindergarten cause owed more to her than to any other American man or woman. More than forty years ago she opened the first kindergarten in St. Louis.

Her books on education are classics. Her addresses were masterpieces.

POLITICS IN SCHOOL AFFAIRS

We rejoice in every intelligent effort by school people to eliminate political control of the schools, but this is not saying that we welcome the politicians' effort to get control of the schools by accusing educators of being politicians. As soon as the public is aroused to the enormity of the political evil the politician is sure to join the populace and drown the cry against him by protestations of horror at the evil he himself has created and is fostering.

In the Cleveland Survey children in all grades were tested in arithmetic with a total of more than 3,000,000 examples and problems. Dr. Leonard P. Ayres says: "One of the most astonishing outcomes of the testing was the demonstration that long division is the easiest of all complex operations for the children. This apparently is because it is made up of a succession of operations in division, multiplication and subtraction in short amounts, which permit the children to get rest through variety."

In a comment on Women Authors in the Journal of March 23, Louis V. Wards name was used where it should have been Mary A. Ward, and we desire that Mary should have the credit that was inadvertently given to Louis V.

The figures given out regarding Yale seniors report that 126 will enter business, seventy will study law, nine will prefer the life of a clergyman. Illuminating figures.

Electric school heating is sure to rule and reign in all new school buildings. Coal and ashes are inexcusable in any school building erected hereafter.

Vacation schools are never eliminated when once they are established and they will soon be as universal as high schools.

Superintendent L. R. Alderman of Portland is strenuously advocating one-story school buildings even in a city.

It is as wicked to neglect physical examination of pupils as to omit the fire escape.

STENCILS VITALIZE SCHOOL WORK

Continued from page 433.

just as interested in this chart as in the first one.

The day we made the Poultry chart one of the patrons of the school came and took pictures of the children at work. This always pleases the children. I often take their pictures while engaged in their several activities and they are always happy to see these pictures, and proud to exhibit them to their friends and visitors.

This kind of work not only helps the child to obtain knowledge in subject matter, but to me its great good is that it makes a child independent, gives him poise and confidence in himself and develops leadership.



A pupil giving the Fly talk from stenciled charts he made

Isn't it wonderful to see a twelve-year boy or girl take a pointer and stand before his schoolmates and lecture to them from his own chart, in his own language, never stopping or hesitating to remember set words or dates, but telling in his own natural way something he really knows?

CRITICIZE IN WRITING

WILLIAM MCANDREW

The office hours of superintendents are to a considerable degree consumed by listening to oral complaints of individual teachers. Communications would be simpler, more distinct and fairer if put in writing. A teacher given respectful and sympathetic attention makes charges of injustice and unfairness against a principal which are certain to create a prejudice against him which subsequent investigation, though disclosing that there was no unfairness in his action, will fail to remove. There is a cynical idea that the discipline common to other organizations is lacking in ours. Where so many workers are women and thus entitled by tradition to more deferential attention, it is not hard for a system to develop a good deal of personal criticism of principals by teachers. When women's wages were low and teaching was a half charity the hardship of the position led to more sympathy and consideration than would be expected by a better paid person. The wages of the women are now the same, pretty much, as those of

the men. The number of persons who would like to have these positions is large. In the usual type of organization other than ours, every member knows instinctively that it is good business to get along with his foreman without quarrels and without complaint. No efficient concern will have as much running to the man higher up as is encouraged by our traditions. You can't stop aggrieved persons appealing from requirements made of them and ought not to stop it, but the confidential recital of alleged wrongs which used to be so common a characteristic of the old political system could be diminished very considerably if there were a gentlemen's agreement that all the parties concerned would be given participation in all the interviews and there would be no interview otherwise.

—Report.

HOME STUDY

BY SUPERINTENDENT E. C. BROOME
East Orange, New Jersey.

The topic of home study in itself is not one of vital importance. Its presence is analogous to the presence of carbonic acid gas in the schoolroom. This substance is not singly very dangerous, and can be readily disposed of. But it is always found in bad company. It is the rather an index of unwholesome

conditions. So with home study. Wherever we find it in excess there are evil companions that are doing the mischief. And the companions are all to be found in the schoolroom. Wherever the hygienic conditions of the schoolroom are abnormal, or the discipline poor, or the curriculum overcrowded, or unscientifically arranged, or methods of teaching are faulty, overpressure inevitably results, and an inordinate amount of home study is an index of that overpressure.

TO SHAKESPEARE

[Written for the New York Times.]

BY MABEL LIVINGSTON FRANK

If you had known three centuries ago
How when life ended you would live again,
How through the ages you would speak to men,
Forever as the seasons come and go—
If you had known your voice would still be heard
In the deep silence of the star-lit night,
Within the valley or the wind-swept height,
Could you have altered one undying word
If you had known?

West Virginia cities have put \$3,000,000 into high schools in six years.

Every teacher of a rural school should have studied the essentials of local agriculture.

Los Angeles school enrollment increased 170 per cent. in ten years. Teachers increased 200 per cent. and the average salary increased from \$813 to \$1,483.

MORAL CONDITIONS IN MASSACHUSETTS HIGH SCHOOLS

Continued from page 430

picion, never verified, that she might be in trouble, and this began in a church choir."

"In sixteen years I have had to investigate but two cases. Both girls were high school students, but in neither case could any charge be laid against the school. They were both allowed perfect freedom at home and entertained young men during absence of parents from home with their knowledge."

"I have lived a little less than twenty-five years in one town as its high school principal, have become pretty well acquainted with all classes and have got pretty close to life. My belief is that such stories in a given town often originate with a very limited number of low-minded, talkative people."

"After a teaching experience which covers three New England and one Western state, I state most positively that I have personal knowledge of only one attempted act of immorality within the limits of the high school. From careful investigation of a number of rumors, I am forced to conclude that the public draws hasty and unwarranted conclusions about the student body as a whole from conduct on the part of a few, which is often thoughtless rather than vicious."

"It doubtless will not escape the attention of your committee that certain quite powerful interests seem to be deliberately trying to discredit the public school. Again, note that the high school has the pupils only six hours of the twenty-four. Very often it is blamed for things done entirely outside its knowledge and authority. Furthermore, there is noticeable a tendency to hold the schools responsible for many things for the accomplishment of which no adequate means or equipment are as yet available."

"My experience is based upon work in a small high school. I have yet to know actually of a concrete case."

"I have been connected with three schools in Greater Boston, and in all conditions have been good."

"I have never had a pupil of my school withdraw for maternity in twenty years of experience in high school work. I think there has been much exaggeration."

"Only last year a Senior left school to become a mother. It was a case not connected with school whatever. She was a good church girl, but was in my mind a victim of that curse of ignorance. She and a young man, also a church attendant, had spent much time at a cottage during the summer. This is the only case in my experience of ten years as master."

"I think the conditions among both secondary and college students are better than we can find among young people of the same age who are not in school. My observation is that the city high school pupils are young people of cleaner lives, ideas and ideals than the youth of the country villages. This I say after thirty years of teaching."

"In my experience of forty-seven years as a principal I have known with certainty of only one case of maternity of a school girl, and that was one in which the father of the girl was informed of the possible danger of her habits, but would not believe any harm possible. She was not involved with a school boy. This case happened about four years ago."

"I have taught in both academies and public high schools for about thirty years, and I have never had the least suspicion that the moral conditions of our schools were not of the very best and of the most wholesome character."

"I have been teacher and principal in the —high schools for the past twenty-five years, and I am stating the absolute truth when I say that I have never known of a case of sex immorality."

"My experience with the boys of ——— leads me to believe that there is practically no immorality among the group with which I come in contact, comprising more than half of all the boys in ——— High School."

"In fourteen years of experience I have not had to deal with a single case of immorality."

"In twenty years I have never seen anything that would warrant the inquiry sent out by your organization."

"I believe the schools are more watchful and more effective in enforcing right conduct while the pupils are under their charge, than any other agency in society today, not excepting the church, the police, the average parent and the supervisory officials of places of amusements."

"I have been in school work in Massachusetts for about twenty years, and have been headmaster in this school, with an attendance of over 2,000 girls, for five years past. During all that time I have never had brought to my attention a case of any girl who has been ordered to withdraw from the school for maternity or causes of like nature."

"We, in common with other large high schools, have **the most preposterous and most outrageous stories circulated about our girls.** On three or four occasions I have traced these wild statements to small groups of social workers or church clubs, or mothers' clubs, some of whose members have misunderstood the statements made by speakers at their meetings. An example: The speaker says: 'The moral conditions among girls of high school age in this city are deplorable.' He is reported as saying: 'Moral conditions among girls in the ——— High School are deplorable.' The latter statement goes through the community like wild fire. Oftentimes such statements will go from one city to another, but in each case will be applied to the local school."

"I have been principal of the high school in this place for twenty years and I believe that I am pretty thoroughly acquainted with moral conditions here. During this time, we have not had to deal with any serious cases of vicious conduct involving members of the school. I can recall not more than four or five cases in which former pupils of the school have gone wrong in any public way. I believe that the boys and girls in the high schools at present are morally far above the average."

"In my experience of twenty-three years in high school work I have known but two cases of withdrawal from school for maternity reasons, and in each of these cases the boy was not connected with the school at all. The whole trouble arose from freedom given the girls to roam the streets and parks evenings. It seems absurd that in five hours of constant supervision any grave moral delinquencies could occur in our schools, and I repeat that the laxity of home control will usually be found as the reason for these moral delinquencies."

"I wish to state very positively, that I believe that the matter of immorality among the high school pupils of the state has been grossly and persistently magnified. I personally know of four large schools which have suffered tremendously because of rumors which were circulated more or less maliciously. In two instances, it was a case of a single girl being in trouble; then the gossips took up the matter and the story ran like wild-fire. In one case, the number had grown from one to over 300 when the gossips finished with it."

"One of the worst things that we have to fight in our American life, today, is malicious gossip, and it is most insidious, for it always works in the dark."

"I have interviewed a woman teacher who speaks from an experience of twenty-five years—an experience in three different high schools, all located within twenty-five miles of Boston, and none of which had less than

1,000 pupils. She has known of only one case of gross immorality. Other teachers with whom I have conferred give similar testimony. In my own experience, as principal in three smaller high schools, and two of the largest in the state, I have known of only one case, and that a case for which the school was in no way responsible."

"I have been connected with high schools for the past twenty-two years, and the morals of the young people enrolled in these schools have been, with very few exceptions, of high order. Some circumstances, however, have given rise in a few cases for food for gossips, and most unjust and unwarranted inferences, and in most of these cases, I am sorry to say, it is the so-called 'good people' who have listened to and encouraged these slanderous remarks. Instead of going to the school, trying to seek out the truth, they are, in many cases, content to add to these stories and pass them on with much pleasure to the first irresponsible person they may meet."

"I am pleased to reply that in the ——— High School and others with which I have been connected there has never been cases of immorality for which the school was responsible. Rumors have several times been started concerning the ——— High School. In none of the cases reported was there any basis for adverse criticism. Not even an occasional case has existed, and therefore the report was all exaggeration."

"I have had twenty-five years of experience in secondary school work. I see no reason for believing that there is any immorality in high schools."

"I am tired of this proneness on the part of society, church, home and of the so-called reformers to make the high school the scapegoat for all the shortcomings of young people. Why not be fair to everybody and place the responsibility where it belongs in nearly every case—to the weakness or indifference of parents as to the associates of their children?"

"I have been in my present school fourteen years. Thus far we have never had (so far as I know) any case of immoral living that could be directly and fairly charged to the school or school associations."

"I have seen and heard a good many things in my thirty years' experience. I am sometimes amazed but always proud of the splendid moral standard and attitude of young people, while under the direct authority and supervision of the public schools."

"I am much interested in the subject which you are investigating. We have a school of about 500 pupils. I have been principal for the past eight years. During that time, I am pleased to state, there has been no fact or rumor reflecting in any way on the good name of any girl in the school."

"For the past fifteen years I have been intimately associated with high school work in Massachusetts, and during that time have been connected with three of the largest schools of the state—for twelve years assistant principal of the ——— High and since September, 1914, principal of the ——— High. In the whole of my experience there have been but two occurrences that can be laid directly to the doors of high school pupils, and these misdemeanors did not occur during school hours or when the pupils were under supervision of school authorities. In both cases one parent was dead and the other was away all day and into the night trying to support the family."

TRAINING CHILDREN TO BE WIDE AWAKE AND TO GRIP THE THOUGHT WHEN READING

That glib oral reading by children is by no means a sure sign of clear comprehension and grasp of the sense of what they read, every teacher knows or ought to know. Live superintendents and principals realize that much of the "good" reading in our elementary schools is but little more than a good knack in calling words. The attention of the children is so centred on calling the words that the sense of it all comes but dimly into consciousness.

This habit of weak, thoughtless reading grows stronger the longer it is indulged. It lessens the efficiency and value of the pupil's work in the upper grades. It is a common complaint of high school teachers that the pupils they receive do not know how to study, which is only another way of saying they are poor readers.

Is there any way to counteract this strong tendency in the elementary grades? Is there any way of testing and training the child's power and habit of grasping the sense, or of knowing that he does not grasp it, so as to even up the emphasis put here with the emphasis commonly put on oral reading?

This is a question which E. O. Vaile, the well-known educator and editor, has long studied and is answering to audiences of teachers in a very practical way by the help of illustrative sense-reading exercises on the screen. Mr. Vaile's course of four lectures along this line are highly appreciated by teachers. His address is Oak Park, Ill.



N. C. MACDONALD, State Inspector of Rural and Consolidated Schools for North Dakota. Elected president of the National Association of State Inspectors and Supervisors of Rural and Consolidated Schools at the Detroit meeting. Inspector Macdonald is a candidate for State Superintendent of Public Instruction upon a platform devoted mainly to rural school betterment.

SALARIES IN 1914-15

[National Education Report]

Average yearly salaries of elementary school teachers compared with salaries of workmen in building trades for certain cities, 1913:—

Cities.	Teachers.	Carpenters.	Plasterers.
San Francisco, Cal.....	\$1,124	\$964	\$1,309
Denver, Colo.....	986	960	1,082
Chicago, Ill.....	1,034	1,139	1,326
Kansas City, Kans.....	678	930	1,331
Baltimore, Md.....	692	908	1,161
Boston, Mass.....	1,001	1,026	1,201
Minneapolis, Minn.	937	1,030	1,201
New York, N. Y.....	1,197	1,076	1,142
Cleveland, Ohio.....	791	992	1,132
Dallas, Tex.....	670	1,035	1,365
Seattle, Wash	1,021	948	1,259

Average yearly salaries of elementary teachers compared with salaries of policemen and firemen in certain cities:—

Cities.	Teachers.	Policemen.	Firemen.
Selma, Ala.	\$552	\$840	\$660
Fort Smith, Ark.....	546	900	780
San Francisco, Cal.....	1,124	1,464	
Colorado Springs, Colo.	871	960	1,020
Denver, Colo.....	552	1,050	1,050
Trinidad, Colo.	741	1,080	1,080
New Britain, Conn.....	605	1,080	950
Washington, D. C	982	1,165	1,062
Tampa, Fla	441	990	840
Atlanta, Ga.	623	990	990
Belleville, Ill.	641	870	900
Rockford, Ill.	544	1,050	
Indianapolis, Ind.	761	1,080	1,080

Cities.	Teachers.	Police-men.	Fire-men.
Dubuque, Iowa	538	840	840
Kansas City, Kans.	678	840	960
Lawrence, Kans.	533	780	
Newport, Ky.	630	840	840
Monroe, La.	517	879	
Bangor, Me.	597	967	874
Baltimore, Md.	692	900	1,020
Boston, Mass.	1,001	1,316	1,272
Fall River, Mass.	646	945	990
Malden, Mass.	679	1,200	1,095
Kalamazoo, Mich.	635	1,118	978
Duluth, Minn.	724	960	960
Minneapolis, Minn.	937	980	1,124
Winona, Minn.	577	840	840
Meridian, Miss.	478	960	900
Sedalia, Mo.	457	733	795
Grand Island, Nebr.	521	840	840
Lincoln, Nebr.	738	780	780
Reno, Nev.	865	1,140	1,140
Albuquerque, N. Mex.	677	1,080	990
Elmira, N. Y.	549	872	871
Niagara Falls, N. Y.	657	978	981
New York, N. Y.	\$1,197		\$1,257
Charlotte, N. C.	426	\$840	876
Fargo, N. Dak.	683	900	780
Cleveland, Ohio	791	1,177	1,081
Dayton, Ohio	654	960	960
Portsmouth, Ohio	507	900	900
Tulsa, Okla.	604	900	995
Portland, Oreg.	1,006	1,080	1,080
Easton, Pa.	546	840	840
Chester, Pa.	506	780	
York, Pa.	483	780	
Columbia, S. C.	530	900	900
Sioux Falls, S. Dak.	673	840	820
El Paso, Tex.	687	1,020	960
Marshall, Tex.	459	900	
Ogden, Utah	638	1,080	960
Portsmouth, Va.	489	900	840
Richmond, Va.	578	1,080	957
Everett, Wash.	858	1,000	840
Seattle, Wash.	1,021	1,140	
Madison, Wis.	634	900	960
Racine, Wis.	631	900	900
Cheyenne, Wyo.	829	960	960

Salaries of city school officers compared with salaries of other public officers for certain cities, 1914-15:—

Cities.	Superintendent of schools.	Post-master.	Chief of Police.	Chief of Fire Department.
Selma, Ala.	\$2,700	\$3,100	\$1,500	\$1,500
Fort Smith, Ark.	3,200	3,400	1,800	1,320
San Francisco, Cal.	4,000	6,000	4,000	5,000
Denver, Colo.	6,000	6,000	3,600	3,600
Trinidad, Colo.	2,600	2,900	1,500	1,800
New Britain, Conn.	4,000	3,500	1,600	1,400
Washington, D. C.	6,000	6,000	4,000	3,500
Tampa, Fla.	3,600	3,600	2,400	2,400
Rockford, Ill.	2,650	3,600	2,000	2,000
Indianapolis, Ind.	5,500	6,000	4,000	3,300
Kansas City, Kans.	3,500	3,600	1,800	1,800
Newport, Ky.	2,250	3,200	3,000	1,200
Bangor, Me.	2,200	3,500	1,350	1,200
Baltimore, Md.	5,000	6,000	2,750	3,400
Boston, Mass.	10,000	8,000	6,000	5,000
Fall River, Mass.	3,500	3,500	2,000	2,500
Kalamazoo, Mich.	3,600	3,600	1,800	1,800
Duluth, Minn.	4,500	3,900	2,500	2,500
Minneapolis, Minn.	8,000	6,000	3,600	1,824
Winona, Minn.	2,500	3,300	1,350	1,320
Meridian, Miss.	2,750	3,300	1,800	1,800
Sedalia, Mo.	2,400	3,200	1,200	1,200
Grand Island, Nebr.	2,100	3,100	1,200	1,080
Lincoln, Nebr.	3,300	3,900	1,800	1,800
Albuquerque, N. Mex. ..	2,500	3,200	1,740	1,440
Elmira, N. Y.	4,000	3,500	2,400	1,620
New York, N. Y.	12,000	8,000	7,500	7,500
Niagara Falls, N. Y.	3,300	3,500	1,600	1,600
Charlotte, N. C.	2,600	3,500	1,500	1,200
Fargo, N. Dak.	3,000	3,500	1,500	1,500
Cleveland, Ohio	6,000	6,000	4,000	4,000
Dayton, Ohio	5,000	6,000	2,500	2,500
Tulsa, Okla.	3,400	3,400	1,800	1,200
Easton, Pa.	3,000	3,400	1,200	1,380

York, Pa.	2,400	3,400	960	1,200
Sioux Falls, S. Dak.	3,300	3,400	1,200	1,200
El Paso, Tex.	3,600	3,500	2,400	2,400
Marshall, Tex.	2,500	2,700	1,080	1,230
Ogden, Utah	4,000	3,300	2,400	2,100
Richmond, Va.	5,000	6,000	2,520	2,200
Everett, Wash.	4,000	3,200	1,200	1,800
Seattle, Wash.	7,500	6,000	3,600	
Madison, Wis.	2,500	3,600	1,500	1,503
Cheyenne, Wyo.	2,600	3,100	1,200	1,200

INDIANA'S CENTENNIAL SONG

BY O. M. HAMMOND

[Tune—"Marching Through Georgia."]

MARCHING ON TO THE FUTURE.

We'll sing for Indiana now,
We'll sing for her a song,
We'll sing it with a spirit,
That will move her cause along.
We'll sing it with the girls and boys
Five hundred thousand strong,
As we march on to the future.

CHORUS.

Hurrah! Hurrah!
We'll sing it with a zest,
Hurrah! Hurrah,
We love our state the best,
So we strive in everything
To have her lead the rest,
As we march on to the future.

About a hundred years ago,
Our state began to fight,
She fought for home and liberty,
For justice and for right.
Now let us seize the burden,
And move forward in our might,
As we march on to the future.—Cho.

Then may the hundred years that's gone,
And all the good's been done
Be only to us a promise of
The good that is to come:
Oh, may she earn the plaudit of
Our Uncle Sam's "well done."
As we march on to the future.—Cho.
—Reprinted from The Educator-Journal.

MINISTERIAL ATTACKS

Dr. Winship:—

There have appeared in the Journal of Education recently several references to ministerial attacks upon the public schools. The following relates an actual occurrence: In a small Dakota town there is but one resident minister, the pastor of a Protestant church, whom we shall call Rev. Landis. This man thus has a remarkable opportunity to be of great service to the whole community. Rev. Landis came to his present field a year and a half ago. He is a man of considerable ability, but without more than the rudiments of an education. He holds to a strictly literal interpretation of the Bible and loses no opportunity to denounce modern scientists and theologians whose interpretations do not accord with his own. His "attacks" are quite frequent.

One day in high school, Miss Messon, the English teacher, told a class that some people consider the first eleven chapters of Genesis, myths. When this statement reached Rev. Landis it had been slightly amended—Miss Messon had asserted that these ac-

counts of the creation were myths. One of the giddiest girls in High School told him so. It was not long until he began to attack the local High School. At first his references were indefinite and insinuating. The teachers were at a loss to know just what was the cause of such flings—they were all more or less at work in church and Sunday School. After one Sunday morning tirade they invited Rev. Landis to the school building to talk over matters and to reach some understanding, if possible. The conference failed to accomplish the desired result. He still was indirect in his charges, saying it was the school and not the teachers he had in mind. He followed this conference with a long defence of himself in the local paper and came out with more indirect charges the next Sunday.

The climax came a few Sundays later, when, as he announced in the paper, he handled the subject of evolution "without gloves on." His references at this time were so indefinite that most people supposed it

one of the other teachers who was the great offender.

By this time facts began to leak. The principal of the school by a series of interviews discovered that the foundation for the whole trouble lay in the statement by Miss Messon about the first part of Genesis. Rev. Landis, as he admitted finally, based what he had said wholly upon the word of one High School girl, and made absolutely no effort to verify the report. Instead of consulting others in the class or taking the matter up with Miss Messon he took the matter into the pulpit and started a typical small town row. The harm done cannot be measured. The cause of Christianity in the community has been given a setback that it will take a long time to overcome. The school and the church have been set against each other, whereas they ought to be working in complete harmony. Finally, the church has fallen in the estimation of the children, and the teachers are powerless to counteract any such tendency.

SELECTIONS

SUCCESS

That low man seeks a little thing to do,
Sees it, and does it;
This high man, with a great thing to pursue,
Dies ere he knows it.
That low man goes on adding one to one;
His hundred's soon hit;
This high man, aiming at a million,
Misses a unit.
That has the world here; should he need the next,
Let the world mind him!
This throws himself on God, and unperplexed
Seeking shall find him.
—Robert Browning, in "A Grammarian's Funeral."

Friends, in this world of hurry,
And work, and sudden end,
If a thought comes quick of doing
A kindness to a friend,
Do it that very moment!
Don't put it off—don't wait!
What's the use of doing a kindness
If you do it a day too late?
—Charles Kingsley.

God comes to pass;
We know not when or how, for, looking to
What seemed a barren waste, there starts to view
Some bunch of grass,
Or snarl of violets, shining with the dew.
—Alice Cary.

Out of my grief, I made a joy,
Out of my tears a song,
Since sorrow is so hard to bear
And life is over-long.

And peace I call the joy I made,
Forgiveness is the song,
One could not have it otherwise
Since life is over-long.
—Theodosia Garrison.

When a bit of sunshine hits ye,
After passing of a cloud,
When a fit of laughter gits ye
An' ye'r spine is feelin' proud,
Don't fergit to up and fling it
At a soul that's feelin' blue,
For the minit that ye sling it
It's a boomerang to you.
—Captain Jack Crawford.

Nature never did betray the heart that loved her.
She can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men,
Nor greetings where no kindness is, nor all
The daily intercourse of daily life
Shall e'er prevail against us, or disturb
Our cheerful faith that all which we behold
Is full of blessings.
—Wordsworth.

"Though thy name be borne abroad,
Like the winged seed, from shore to shore,
What thou art before thy God,
That thou art, and nothing more!"

Ten thousand, thousand precious gifts
My daily thanks employ;
Nor is the least a cheerful heart
That tastes those gifts with joy.
—Joseph Addison.

What if the battle end and thou hast lost?
Others have lost the battle thou hast won;
Haste thee, bind thy wounds, nor count the cost;
Over the fields will rise tomorrow's sun.
'Tis all in a lifetime.
—Edmund Clarence Stedman.

BOOK TABLE

JEFFERY AMHERST: A biography. By Lawrence Shaw Mayo. New York: Longmans, Green & Co. Cloth. Illustrated. 344 pp. Price, \$2.00, net.

Americans today hear the name Lord Jeffery Amherst in the ringing college song of the honored college of Connecticut oftener than they hear it in history, although the only connection between the British general and the Massachusetts college seems to be that the college was located in a town which some time before had been named for General Amherst. Something of the general's character is told in the song—widely considered one of the finest in college song books; all else is told well for the first time in the biography by Lawrence Shaw Mayo of Harvard. American histories have rarely given a good picture of Amherst. He was a British hero, and English histories of the Colonial period give him an important part in the British-American colonies drama. For the reason that he did play such an important part in the plans of King George III Americans should know more of him. To be sure he did not come to succeed General Gage, as his King and his ministry wished him to do, but he directed the game from the sidelines in London.

Mr. Mayo's biography is necessarily a history as well, and therein lies much of its value. Few biographers have dealt as fairly with their subject and with their readers. All that is known of Amherst, his deeds and his motives, is set down without attempt to make the man anything except what he was. No one would doubt that the biographer of this Englishman was an American. An American has given Americans a true picture of Lord Jeffery Amherst, well written, well illustrated, and altogether a valuable addition to the literature of Colonial America.

SOILS: THEIR PROPERTIES AND MANAGEMENT. By T. L. Lyon, E. O. Fippin and H. A. Buckman (Cornell University). New York: The Macmillan Company. Cloth. 785 pages with charts, maps and diagrams. Price, \$1.75.

This is a complete and authoritative treatment of the subject of soils by three professors in Cornell University, men who are leaders in agricultural education. It is one of the volumes of the Rural Textbook Series, edited by L. H. Bailey, and like the rest of that series is a solid, well-co-ordinated, "last word" book.

Starting with a general discussion of the nature of soil and soil-forming processes, the work takes up in order the geological classification of soils, their climatic and geochemical relationships, the soil particle, physical properties of the soil, its organic matter, its colloidal matter, soil structure, soil water—its movement, its relation to plants, and its control, soil heat, chemical analysis and absorptive properties of soils, acid soils, alkali salts, absorption of nutritive salts by plants, organisms in the soil, the nitrogen cycle, the soil air, commercial fertilizers, soil amendments, fertilizer practice, farm manures, green manures, land drainage, tillage, irrigation and dry farming, and the soil survey.

Frequent reference is made to detailed reports and treatments of topics under discussion, and an index of the authors cited is provided in addition to the general index. There are eighty-four illustrations—sketches, charts, maps, etc.—which add to the clearness of the text.

The work is designed for use as a textbook in colleges and high schools, and as a work of reference and consultation.

A PRACTICAL ALGEBRA FOR BEGINNERS. By T. A. Brookman. New York: Charles Scribner's Sons. Cloth. 325 pages.

The special feature of this book is the number of applied problems. The affairs of everybody everywhere in every day life are now so practical in their complexity, or so complex in their practicality that even algebra has its practical side. The new machinery on the farm and the universality of the automobile and other motor machines make new opportunities for using a practical algebra.

A BOOK OF ENGLISH LITERATURE. Edited by Franklin Bliss Snyder and Robert Grant Martin, Northwestern University. New York: The Macmillan Company. Cloth. 889 pp. Price, \$2.25.

Perhaps nowhere else will college instructors find in a single volume such a wide area of the field of Eng-

lish literature covered so thoroughly as it is in the new "Book of English Literature," edited by two members of the English department of Northwestern University. The volume is about ten by thirteen inches and is printed on high grade thin paper, so that the publishers have been able to put a great deal of text on the 889 pages and still leave the book a handy working volume. The pages are divided to carry two columns; and the type is large.

With such excellent working possibilities the editors have made a selection which results in a survey of English literature covering the field of English poetry, exclusive of the drama, from Chaucer to Meredith, and English prose, exclusive of the novel and short story, from Malory to Stevenson. It is such a survey as will be widely used for college courses in the development of English literature; and for the general reader with limited home library facilities it will be a most acceptable volume. Terse but adequate biographical and bibliographical introductions add to its value. The editors have included enough work by men of secondary importance to fill the gaps between the larger figures.

THE AMERICAN CITY. By Henry C. Wright. Chicago: A. C. McClurg & Co. Cloth. 178 pp. Price, 50 cents.

"The American City" is another addition to McClurg's pocket size National Social Science Series. The book is a good introductory text for beginners in municipal problems studies. It opens with an examination of the purpose of the city and the factors which govern its location. Then the author proceeds to the study of how it is governed and financed; how it takes care of the property and health of its citizens and provides for their education. Transit, housing and racial problems are touched on. Exhaustive treatment is not attempted, but the general practice and the "last word" in the various phases of municipal activities are outlined.

THE VICTORIOUS ATTITUDE. By Orison Swett Marden. New York: Thomas Y. Crowell Company. Price, \$1.00, net.

Contains valuable suggestions for young people who set out to win success, and good advice. Mr. Marden comes as near being the Samuel Smiles of the century as any writer of attractive, inspirational essays for the older boys and girls.

New Books for High Schools

Ashley's Early European Civilization . .	\$1.50
Ancient Civilization	1.10
Medieval Civilization	1.10
Tisdell's English and American Literature	.85
Hedrick's Constructive Geometry40
Cunningham and Lancelot's Soils and Plant Life	1.10
Harris and Stewart's Principles of Agronomy	1.40
Hegner's Practical Zoology	1.40

IN PRESS.

Roux's Elementary French Reader
 Brownell's Laboratory Lessons in General Science
 Gehrs and James' One Hundred Exercises in Agriculture
 Towne's Social Problems
 Hoover's Salesmanship
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EDUCATIONAL NEWS

NEW ENGLAND STATES.

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

APRIL.

16-20: The Southern Conference for Education and Industry, New Orleans, La. A. P. Bourland, 508 McLachlen Building, Washington, D. C., executive secretary.

19-21: Inland Empire Teachers' Association and Inland Empire Council of Teachers of English, Spokane, Washington.

20-21: Minnesota Educational Association, superintendents' section, Crookston, Minn. W. C. Cobb, president.

20-22: Eastern Arts and Manual Training Teachers' Association, Springfield, Mass. C. Edward Newell, supervisor of drawing, Springfield, chairman.

20-22: Georgia Educational Association, Macon.

21-22: Wisconsin Superintendents and Supervising Principals' Association, Milwaukee. William Milne, Merrill, Wis., secretary.

24-25: Federation of Illinois Colleges, Loyola University, Chicago.

MAY.

1-3: Georgia County School Officials' Association, Moultrie, Ga.

5: Wisconsin Arbor Day.

8-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.

5-6: Superintendents' and Principals' Association of Northern Illinois, De Kalb.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

18-19: Women's Agricultural and Horticultural Association Conference, Boston, Mass. Mrs. George U. Crocker, Boston, chairman.

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

3-10: National Education Association, New York City.

OCTOBER.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

MASSACHUSETTS.

HINGHAM. Superintendent Orvis K. Collins of Bellows Falls, Vt., who has been superintendent of schools in this town for several years, has been elected to the superintendence of Hingham. Mr. Collins is a graduate of Middlebury College and has had successful experience as superintendent of schools in Vermont. He has been prominent in associations of school men.

BOSTON. Judge George of the probate court has allowed the will of Miss Maud F. Crosby, for forty-one years a teacher in the South Boston schools, who left the income of her estate, valued at \$11,000, to Daniel J. Egan, a schoolboy in whom she was interested, until he attains the age of eighteen.

FITCHBURG. Ralph S. Frellick of Berlin, N. H., has been elected head of the commercial department of the Fitchburg High School.

WELLESLEY. After a record of thirty years in the position without missing a single session, Principal Seldon O. Brown of the Wellesley Farms High School has been granted a year's leave of absence. Teachers in the high school average ten days' absence each year, according to the school committee.

NORTON. The annual report of President Cole of Wheaton College calls attention to the fact that in June the first class which has been at Wheaton all the four years of its college course will receive the A. B. degree. Wheaton has in this brief period amply fulfilled the expectations of its friends, and its standards of scholarship equal those of larger colleges for women.

With a teaching force of men and women numbering nearly thirty and a student body of 200 the proportion is established of one instructor to about seven students.

The students contribute something of breadth to the college life—the breadth that arises from the variety of geographical, religious and social conditions which they represent. Wheaton was intended by its founders to be something more than a local institution, and the 200 students on the roll at the opening of the term in September, 1915, represented all the New England and Middle States, besides ten other states of the Union, and one foreign country.

With faculty and student body of a variety of experience coming together in one small community or large family and dominated by loyalty to the ideals of culture and service for which the college stands, the prevailing spirit is thoroughly democratic and helpful.

In a new and rapidly growing college there is constant need of additional equipment. Earnest efforts are now being made to secure a chapel and library. The space that has until now been used for chapel and library purposes must be taken and put to the classroom and laboratory uses for which it was originally intended.

SOUTH HADLEY. A new method of admission has been adopted by Smith, Mt. Holyoke, Vassar and Wellesley Colleges, to go into effect in September, 1919. Under the plan a successful applicant must have a school report covering her entire record of subjects and grades for four years; a certificate of charac-



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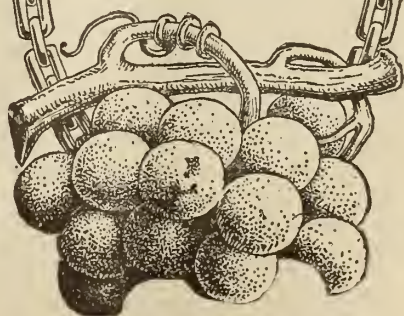
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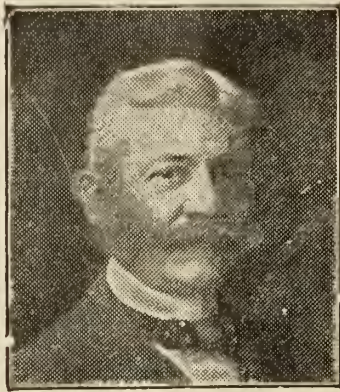
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MASSACHUSETTS

ter from the principal of her school; also, she will be required to take four comprehensive examinations.

One of these tests must be in English or history, another in one foreign language and a third in mathematics, chemistry or physics. The applicant may choose her subjects from this list, but the fourth choice will be made from subjects offered for entrance and approved by the admission committees. The four examinations will be taken at one time, and excellence in one requirement may offset unsatisfactory work in some other subject.

The new method was agreed upon after a series of conferences of committees from the four colleges concerned and was approved by the respective faculties.

VERMONT.

JOHNSON. It is reported that Dr. A. G. Peaks, principal of the Johnson State Normal School, has resigned. Dr. Peaks has been principal of the school for the past three and one-half years. During his term of office the school has increased its attendance 300 per cent, and has added \$2,500 yearly to its endowment. Dr. Peaks is a native of Iowa. He was graduated from Upper Iowa University in 1906 and received his doctor's degree from New York University in 1911.

SOUTHERN STATES.

ARKANSAS.

LITTLE ROCK. Superintendent R. C. Hall has been unanimously re-elected to serve his seventh year here. There are 6,762 white and 2,427 negro children in the city schools. Teachers at one of the schools volunteered their services last winter to conduct night classes for men between eighteen and fifty.

CONWAY. School workers of this state are jubilant over the recent success at the polls of Professor Charles Hilman Brough of the economics department of the University of Arkansas. He was elected governor, despite the opposition of the

two political party machines and of the "liquor vote."

Dr. Brough favors a separate tax for the state schools—a measure for which the teachers of Arkansas have fought unsuccessfully for years.

CENTRAL STATES.

INDIANA.

FRANKLIN. Paul Van Riper, for nine years superintendent of the local schools, has resigned to accept a position at Laporte. He will succeed Arthur Deamer as superintendent in that city. Mr. Deamer has gone to Fargo, N. D.

MOORES HILL. Rev. U. G. Leazenby of Crawfordsville has been chosen president of Moores Hill College. Plans for the erection of new buildings are being considered by the board of trustees.

INDIANAPOLIS. In the report of the Cleveland Survey this city ranks next to last in the amount of money expended for buildings in the last five years, among the cities for which comparative statistics are given. Crowded conditions, especially for high school pupils, are now causing agitation for an increased amount of room. A proposed addition to Manual Training High School will prove helpful.

A Chicago film company is ready to begin work on seven reels of pictures depicting Indiana history from the time of the early settlement up to the present. Under the direction of the Indiana Historical Commission all important events of the state's history will be included, and many scenes of spots of interest from a historical and scenic point of view will appear in the pictures.

The Indiana Centennial Commission is receiving words of praise and offers of assistance from all parts of the state for what will be a permanent memorial of the state's centennial. Definite steps have been taken toward raising funds for buying Turkey Run, a spot of much beauty in Parke County, and making the 300-acre tract of woodland into a

state park. It is hoped to make this the first of a chain of parks which will preserve for all time the many points of interest from a scenic and historic standpoint. Substantial subscriptions for this purpose have come in from many parts of the state.

BRAZIL. An absolute ban on membership in or affiliation with secret societies, and on the use of cigarettes by school children, is the substance of recent action by the school board. In both cases they are merely asking for a strict observance of state laws.

IOWA.

ONAWA. Superintendent Leon O. Smith was recently unanimously re-elected superintendent of the Onawa schools for a third year at an increase in salary. Superintendent Smith has inaugurated medical inspection in all the grades, has installed a cumulative card index system, and made other progressive moves, with special emphasis on the various tests and scales.

MICHIGAN.

DETROIT. The Twentieth Century Club of Detroit offers three prizes of \$20, \$10 and \$5, respectively, for the three best stories, containing between 2,000 and 5,000 words, illustrating the effects of cigarette smoking.

The design is to gather high grade material for a volume of anti-

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cigarette stories to place in school libraries, which will be a valuable contribution to literature for young people.

Those wishing to compete must send their stories to the chairman of the Anti-Cigarette Committee by June 15, 1916. Stories, not winning a prize, but of sufficiently high order of merit, will be published in the collection. All stories submitted will be the property of the committee, and those not kept for publication will be returned only when accompanied by a self-addressed stamped envelope. Communications should be addressed to Mrs. O. E. Angstman, chairman, 277 Putnam Avenue, Detroit, Mich.

SOUTH DAKOTA.

ABERDEEN. Conforming to a plan carried out in many of the schools and universities of the country, a list of questions dealing with the subject of preparedness, along the same line as the recent University of Minnesota questionnaire, was submitted to the faculty and students of the Northern Normal and Industrial School. Following the plan of the Granger Business School, three questions relating to the licensing of the saloon in Aberdeen (now dry) were also submitted. About 400 students voluntarily answered some or all questions.

Thirty-one members of the faculty answered some of the questions as follows:—

Six favored establishment of compulsory military training in the United States while twenty-five opposed the idea.

Twenty-one think army and navy should be increased; six do not; one favors stronger army; two favor strengthened navy.

Twenty-three favor early action by Congress in interests of national defence; seven opposed to such action; one non-committal.

Ten favor larger army than provided in Hay Bill; eighteen are opposed to an army larger than 140,000.

Three think this nation is in immediate danger of attack; Japan is the only nation mentioned in this connection; twenty-seven believe this nation to be safe from immediate danger of attack.

Thirty-one voted in favor of a dry Aberdeen.

THE STUDENT VOTE

Of the students 117 favored establishment of compulsory military training in United States; 263 opposed same.

Three hundred and eight believe the United States army and navy should be increased; fifty-eight do not believe in the increase. Four think navy alone should be strengthened; one thinks only the army should be built up.

Two hundred eighty-five favor early action by Congress in the interests of national defence; seventy-five are opposed to such action.

One hundred ninety-three believe that United States should have larger standing army than 140,000; 135 are opposed to an army larger than 140,000.

Sixty-six students think this nation is in immediate danger of attack; twenty-nine of these fear Mexico; fifteen Japan; fifteen Germany; three European countries; two England; one the Allies; 280 believe there is no immediate danger of attack.

Three hundred and seventy-eight

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favor a dry Aberdeen. One voted for a wet city for "personal reasons." A good many said a dry city would "help N. N. I. S."

Two hundred thirty-three students said their parents would have sent them to school here even though the city were wet. Thirty-three said their parents would not have sent them here if the election last spring had been a victory for the saloon element, and seven said their parents would not have sent them here so readily had the last spring election resulted differently.

Two hundred sixty-five reported

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the people of their home communities as thinking of the victory of the dry element in Aberdeen last spring as "one more step toward state prohibition," "a good move for the city," "the finest thing that ever happened," etc. Three reported the people in their home towns as thinking that "it would not be repeated," or "that it would harm the business men of Aberdeen."

OHIO.

CINCINNATI. Cincinnati will be able to train its own playground directors and physical culture teachers upon the completion of the woman's building and gymnasium at the University of Cincinnati. Plans are being formulated to organize a department of physical education in the university for both men and women, and in co-operation with the physical director and his assistants and playground workers of the city a systematic course of study, covering four years, will be instituted. The College for Teachers of the University will supply the technical instruction in methods of teaching history of education, physiology and genetic psychology.

OVERLIN. Omitting some unclassified alumnae—women who have no profession—more than fifty per cent. of all the graduates of the academic department of Oberlin are doing their life work in fields of education.

This showing is more significant than that of the usual college, because Oberlin is co-educational, and women generally are more inclined to teaching than men.

The total number of graduates of the academic department, including men and women, is 3,385. Of these 1,244, or 36.8 per cent., have entered various fields of educational work.

WISCONSIN.

KENOSHA. Mrs. Mary D. Bradford is enthusiastically re-elected for another term of four years, and the Board of Education voted unanimously to establish a junior high school in September. Mrs. Bradford has a record of uninterrupted success in the Stevens Point and White-water State Normal schools and the Stout Institute at Menomonie and as superintendent in this city.

MARSHFIELD. The Marshfield high school observed recently a Thrift Day. These questions were asked of

the high school students: How many have bank accounts? How many started these accounts with money which you earned yourself? How many are now saving money from wages or allowances? While a number of the students had bank accounts and a few had started accounts with money earned themselves, the answers to the third question showed universally that students are not at present saving.

SOUTHWESTERN STATES.

UTAH.

OGDEN. The city board of education referred to the teachers' committee with power to act the communication of J. E. Beeson, principal of the Ogden High School, saying he had suspended William Koldewyn for failure to report for military drill, and the communication from W. A. Koldewyn, the father, 825 Twenty-eighth street, protesting the expulsion of his son. Principal Beeson reported the student "was not drilling and parents did not give a satisfactory reason for his not attending drill." The father wrote: "Must I, a citizen and taxpayer for more than thirty years, submit to the decision of Principal Beeson to have my boy, William D. Koldewyn, suspended from high school because I object to his taking a course in military drill and do not care to make my reasons public?"

NORTHWESTERN STATES.

OREGON.

PORTLAND. A. H. Sproul, of Salem, Mass., has been elected principal for Portland's new commercial high school, by the school board, to serve one year at a salary of \$3,991. He will assume his new duties at the beginning of the school year next September. Superintendent Alderman recommended his choice for the position and the directors acted as a unit. Mr. Sproul is at present director of the commercial department at the State Normal School at Salem, a position he has held since 1912. He has had extensive teaching experience in Indianapolis and South Dakota and recommendations of the highest character accompanied his application for the position. He is thirty-nine years old.

Socialist School Committee

The State School Committee of the Socialist Party of New Jersey has found its manual on "The People and the Public Schools," so popular that a new edition has just been issued. Speaking of the manual, the New York Call, the best-known Socialist newspaper of the country, says: "The New Jersey State School Committee has done a good stroke in this work, which is proving helpful not only to Socialists of this vicinity, but to educationalists all over the country. Its first edition of 1,500 has been sent on re-

quest to Socialists in Maine, Alaska, Maryland, Virginia and Canada. All kinds of institutions have asked for it, including universities, boards of education, public libraries, charity and welfare associations.

"The New Jersey State School Committee has been in existence five years and the pamphlet is the result of its study and experience, as well as of an extended questionnaire by which it conducted a state-wide investigation of the schools. Its point of view is the welfare of the majority, which means the children of the working class, upon whose education will depend in large measure the progress of the labor movement and the realization of the co-operative commonwealth. Education, like all social avenues, needs to be reconstructed from this point of view, and the New Jersey School Committee is beginning that task now.

"In brief compass, it surveys the leading phases of public school work, suggests how the school in all grades should lead the pupil, first toward choosing his life work by introducing him to the main types of work; second, toward doing his life work by training him to a wide practice in materials, tools and processes; that it should accomplish this not merely by one or two hours weekly of manual training and not by teaching a trade and not by excluding that cultural education whose delights should be accessible to all. Through this the pupil may be led to joy in his life work, not only through the greater chance of proficiency in congenial work, but that through his survey of the whole range he may correlate his part, however restricted, and thus know the joy of co-operation.

"There are recommendations for the health side in clean schools, frequent exercise in large playgrounds and the detection and correction of physical defects. For the feeble-minded, the committee advocates as the only adequate method 'life-care in state institutions.' It finds that no single reform is more needed at once than relief from crowded schools, and of the steps necessary to start and maintain schools as social centres.

"Lastly is touched upon the social interpretation which should pervade all education, in its correlation of all lines of study with the larger needs of the social group, in its inculcation of democracy in a school organization where pupils, teachers, superiors and school board work co-operatively, thus awakening in the young citizen a realization of his responsibilities in the community. Are the schools accomplishing this aim? 'Education is never settled. These are the problems for the people to decide. Our aim is democracy in education and education for democracy.'

"The pamphlet is a fine showing of how Socialists of far-thrown ideals may be present-day builders. The committee are experienced teachers who have equipped themselves with a thorough knowledge of the New Jersey school as it exists today. The lecture course under its auspices is proving a great success. Socialists of other states would do well to follow this lead, not only in education, but in other lines."

Reports and Pamphlets

"The Measurement of Ability to Read." A manual of directions for giving and scoring reading tests and diagnosing class and individual needs. By H. A. Brown, director of Bureau of Research, New Hampshire, Department of Public Instruction, Concord, N. H. Bulletin No. 1. 55 pages.

"Positions in Social Work." A study of the number, salaries, experience and qualifications of professional workers in unofficial social agencies in New York City. By Edward T. Devine and Mary Van Kleeck. Published by the New York School of Philanthropy, United Charities Building, New York City. 55 pages.

"Geography." A report on a preliminary attempt to measure some educational results. Bulletin No. 5 of the Department of Educational Investigation and Measurement, Boston Public Schools. 38 pages.

"Part Time Co-operative and Continuation Classes." Seventeenth Annual Report City Superintendent of Schools, New York City. 135 pages. By Associate-Superintendent John H. Haaren, in charge of part-time co-operative and continuation classes.

Plymouth, Mass. 1915 Report. Superintendent Charles A. Harris. 100 pages.

Taunton, Mass. 1915 Report. Superintendent Henry W. Harrub. 100 pages.

Idaho Bulletin of Education. Volume II, No. 2. "State Educational Institutions." 45 pages.

"School Law of California." Issued by State Superintendent of Public Instruction Edward Hyatt, Sacramento. 329 pages.

"Correspondence Courses." University of Iowa Extension Division Bulletin No. 17. Iowa City, Ia. 16 pages.

Report of the School Survey. Denver, Colo. Part I, General Organization and Management. By Dr. Franklin Bobbitt, University of Chicago. 116 pages. Carlos M. Cole, superintendent of schools, Denver.

"Rational Methods in Teaching Cooking." 13 pages. "Field Projects." 16 pages. Bulletins New Hampshire Department of Public Instruction. Division of Institutes. By Deputy State Superintendent George H. Whitcher.

East Bridgewater, Mass. 1915 Report. 45 pages. West Bridgewater. 1915 Report. 39 pages. E. H. Grout, superintendent.

"Good Roads Bulletin for Illinois Schools." Circular 96. State Superintendent F. G. Blair. 32 pages.

"Corn Day Annual for the Schools of Illinois." State Superintendent F. G. Blair. 28 pages.

"Control of Public Education." Address delivered at annual dinner of Men Principals' Association of New York City, by Thomas W. Churchill, president of Board of Education. 9 pages.

"Suggestions on the Teaching of Reading." Issued by State Superintendent C. P. Cary, Madison, Wisconsin. 43 pages.

State Normal and Model Schools at Trenton, N. J. 1915 Report. James M. Green, principal. 100 pages.

Brown University, Providence, R. I. Bulletin, 1915-16 Catalog. 300 pages.

Kenosha, Wis. 1913-15 Report. Mrs. Mary D. Bradford, superintendent. 194 pages.

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MARYLAND to New York is not a frequent change with school men probably. When it happened, however, that a former Maryland principal and superintendent came to Columbia for post graduate work, the fact that he was registered with an Agency that had his record on file in shape to recommend him strongly for a sudden vacancy in a large high school principalship on Long Island, brought him before the Board in such a way as to make his election secure out of some thirty applicants for the place. It is not always easy to find the right man for a given position; sometimes it is practically impossible for a Board to choose from forty or fifty men all well recommended. When an agency makes a point of recommending one man and that one with special reference to the needs of the place, it is not so difficult to bring that one to **NEW YORK.**

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17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.) Reinald Werrenrath and Chorus
17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.) Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet
17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline
16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck
17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP, Editor

ESSENTIALS

BY HOWARD R. DRIGGS

University of Utah

The gist of present-day pedagogy, as I catch it, is this: Eliminate the non-essentials and vitalize everything you teach by connecting it closely with life. Translated into free and easy Anglo-Saxon, that means: "Cut out and connect up."

"Cut out and connect up!" Certainly there is a pressing demand that something be "cut out" of the courses of study for our common schools. The curriculum has become so overcrowded that it suggests a Thanksgiving dinner table groaning with good things. To the old pioneer diet of the "three R's" we have added a host of subjects, any one of which would make a full meal, and we are requiring of children that they eat of everything spread before them. The result is, they take a taste of this and nibble at that, and are getting, for the most part, not a sound intellectual building up, but rather mental indigestion. Is there any wonder that many of them finally lose their appetites for learning?

We had just as well face certain facts squarely. The school cannot teach every good thing under the sun. Neither can it take the whole responsibility for "bringing up the child in the way he should go." The home, the church, the community at large, all have their distinctive parts to perform in the education of the child, and it should be insisted that they do these duties well.

Three things seem clearly to be demanded by the situation: First, we need some plainer boundary lines to mark off the work of the school from that of the home and the other educational forces; second, knowing better the limitations of our special field of work, we should determine what are the essentials to be emphasized and what are the non-essentials to be eliminated; third, better team work in the interests of the whole child.

As to boundary lines: The present pronounced tendency to crowd on to the school the work that rightfully belongs to the home is unfair. The pessimistic wail that this must be done because the home is passing should receive no encouragement from the teacher. If the home ever does pass, we may be assured there will be no schools. But the home is not passing, it is re-adjusting with the age; the pioneer home is giving way to the modern, well-equipped home; and it may be true that much of the good old home-loving spirit is giving way before the spirit that scatters families from the fireside in a chase after giddy pleasures. If such is the case, the schools must take their share of the blame.

One of the first essentials in school work is to cultivate in childhood a home-loving spirit, to

send pupils back to the family fireside ready to cheer and help their parents. The school can do a great deal towards helping parents and children to get rid of non-essentials of home-making. Certainly we need a good many lessons on how to reduce mother drudgery to its lowest terms, that the life of the family may be lifted more and more out of the kitchen into the living room. The school can help greatly also to keep children closer to their hearthstones, by training them how to create wholesome home recreation, by sending them back with games to play, poems to read, stories to tell and songs to sing.

Yet after all this has been done, there still remain the first principles of daily life to be taught. It is the duty, not of teachers, but of parents to train children in the homely, everyday duties of life, to drill them in health habits, to give them their first lessons in morals. And it is the sacred prerogative of parents to instruct their children in the vital truths of life. Teachers in general cannot safely enter the inmost sanctuary of child life, and they should not be required to do it. This work belongs to the home.

Nor should the schools be obliged to take over the distinctive duties that belong to the church. We have little patience with the gloomy thought that the church is failing, is losing its hold on humanity. Dead dogmas are failing; blind worship is giving way before a constructive Christianity that gives positive help to humanity. The world is fast proving that empty faith is not enough.

Certainly there was never greater need of positive, close-to-life religious work than today. And tomorrow, when the stricken millions of war-torn Europe lift their voices for help, true religion will have a mighty work to do. We surely need to put ourselves in a state of preparedness to go forth like good Samaritans and bind up the wounds of our crushed and broken brothers when they cry, as soon they must, for peace and comfort.

The schools should sustain the churches in their efforts to uplift humanity. They might well do this without compromising their high stand for religious freedom. It is the sacred privilege of every teacher to follow and encourage the work of the church of his choice in its efforts to uplift. But, after all, the church itself must stand sponsor for the spiritual welfare of the child. The schools cannot shoulder that burden.

The school has its limitations, too, when it comes to connecting up with the community it serves. It must blend closely with and reflect

the spirit of the life about it; and it should turn to educative account the industrial forces throbbing all around. But when it comes to giving children technical training that prepares them for every occupation under the sun, it simply cannot be done.

The school has troubles enough of its own to carry, even after the home, the church and the community have shouldered their own rightful duties. Indeed, the school has had so much piled on it already that it is reeling under its burden.

A score of subjects for our common schools, a camel's load of textbooks to master, a dozen different lessons to teach every day! Well, it simply cannot be done. If we attempt to do it the result will be not education, but dissipation of the child's energy, a smattering of knowledge, bad habits of study, inefficiency.

But where shall we begin to eliminate? Every subject that has found its way into the curriculum seems worthy of a place. Shall we reverse the wheels of progress and turn back to the "three R's"? One might as well suggest that we revert to the log schoolhouse. The school must reflect the spirit of the age it serves. We live in a complex age; we must have a complex curriculum. All of the subjects added in recent years to our course for the common schools are essential to the complete training of the child for the life he must live. Agriculture is quite as valuable as arithmetic; hygiene is certainly as fundamental as history; music will do as much for the child as grammar.

Every subject must pass the efficiency test. The "old line" subjects, reading, spelling, grammar, history, geography must be reduced to their lowest terms, and the newer subjects, domestic science, manual training, art, nature study and others must be pruned of their non-essentials before they shall be given place. This done, a program should be planned that prevents wasteful repetition and duplication, that economizes time by combination and correlation, that makes better team work by the whole school possible.

The measure of usefulness of any subject is to be determined by the way it connects up with the living present. Many subjects are dead; others are dying—full of dead limbs that need pruning away; and teachers are killing some very live subjects by following dead methods.

Apply this to spelling: What use is there in teaching pupils to spell all the obsolete words in the dictionary? What we need is an authoritative list of the five hundred or the thousand words that give most trouble. Then teachers should join as a team to help pupils master these words. Spelling is one subject that belongs to all departments.

Punctuation is another mechanical phase of written work on which a great deal of time is thrown away without satisfactory results. Five essential rules for the use of the comma, one for the semi-colon, one for the colon, another for the dash, and then the use of quotation marks, the period, and the question mark is about all there is to it. Let teachers come to an agreement on

these matters and stand together, whatever their grade or department, to make the use of these marks a matter of habit, and children will soon get them in their fingers. If a standard were set for all the school, and teachers would hold to it, results would come quickly.

Reading is another study that calls for better team work. Every subject is more or less dependent on the ability of the child to read. Every teacher is therefore concerned in teaching the essentials of reading. The first essential is to train pupils to think while they read.

It makes no difference what is read, whether an example in mathematics or such an exquisite creation as Tennyson's "Bugle Song," the essential thing is to look through the printed page as through a window to see the pictures of life, the thoughts, the feelings that vitalize it.

Effort to eliminate the non-essentials and to cut down the time taken to master the machinery of learning aims at one great thing. It will make more time for the real essentials, the life-giving studies and exercises that enrich and enspirit child life.

Spelling, punctuation, grammar, for example, are only the husks of language, necessary in their place, but subordinate to the great thing desired, which is effective self-expression. Reading likewise is only a gateway, the "open sesame" to the wealth of literature. It is worth while only as it carries with it such a love of good books as impels to go on and on, informing and enriching his life.

We need time to open our eyes and our ears to the truths and glories of this good old world. Most of us are going through it half blind and deaf to the best things that life has to offer.

This thought was impressed upon me recently by my little boy. We were standing on a street corner amid the hum and roar of the street, when suddenly he grasped my arm and said:—

"Papa, I can hear a house finch singing."

"Oh, you must be mistaken," I replied.

"No," he insisted, "I can hear it. I'll find it in a minute. There it is." He pointed to the little bird on the wires above us.

The incident thrilled me. Thank God, I thought, for the teacher who had opened my boy's ears to hear the songs of the birds even above the clamorous noise of the city. The crowds were streaming by. Only one, perhaps, out of the thousands had caught the exquisite bit of nature music.

Another reason why we should eliminate the non-essentials is, to give both teachers and pupils time to play, to relax, to laugh once in a while. Our schools are being run at too high tension. They are getting too much into the "hurry-up habits" of this nervous, money-mad age. Too many teachers are following the revised version of the second commandment, making it read thus: "Six days shalt thou labor, and on Sunday do the rest."—Address as President of the Utah State Association, 1915.

BOSTON SCHOOLS SURVEYED

Inevitably, Boston has had its school survey. A forbidding mass of mimeographed sheets came out of the offices of the Boston Finance Commission rooms late last month; and from this mass the newspapers, in their wisdom, gave the people what they felt inclined to of the fruits of the efforts of nine joint surveyors who studied Boston's methods for many weeks.

The report gave opportunity for some of the usual headlines: "Experts Score School System," "Schools Under Fire," etc.; but unlike most surveys these opportunities were comparatively few. The report was made for those interested and associated with the schools; it was not made for politicians or to provide light reading for an evening at home.

The report is keen criticism throughout—criticism as Noah Webster defined it—rarely harsh, often unfavorable, often favorable, rarely laudatory. It is in no way an advertisement of pet theories; it is not a patented rule for remedy applicable to other cities as well as to Boston. It is just a diagnosis of the constitutional strengths and weaknesses of the Boston school system, submitted with some suggestions, but chiefly with the hope that the family physicians will prescribe the obvious treatments for the conditions discovered.

The consulting specialists in the case were headed by Superintendent James H. Van Sickle, of Springfield, Mass., who has received such general recognition in the past few years that Baltimore is said to realize what it lost when it dropped Mr. Van Sickle overboard. Those working under his direction on the Boston survey and their phases of the survey were:—

George Drayton Strayer, professor of educational administration, Teachers' College, Columbia University, New York; administrative offices and supervision districts.

Lewis H. Carris, assistant commissioner of education, State of New Jersey.

Egbert E. MacNary, supervisor of manual training and principal of the Vocational School, Springfield, Mass; prevocational and vocational features of the schools.

Edwin Hebden, statistician, Baltimore, Md., on "Vocational Needs of Boston Children."

Leonard P. Ayres, director division of Education, Russell Sage Foundation, New York City, on "The Construction of School Buildings."

Earle Clark, statistician, Russell Sage Foundation, New York City, on "General Study of Costs."

Don C. Bliss, superintendent of schools, Montclair, N. J., on "The Organization of Supervision and the Work of Special Classes."

Henry S. West, professor of secondary education, University of Cincinnati, O., on "The High School Situation."

A RESPONSIBLE HEAD.

The one recommendation of this committee which has met with most comment, complimentary and otherwise, is that which gives the superintendent of schools in Boston authority to shape the policy of the schools, or at least authority to determine how the school policy shall be administered.

They found too many executives, and declared that so many executives cannot easily work except at cross purposes. Their suggestion is that the Board of Superintendents, or six assistant superintendents, be abolished. This was not a suggestion to meet with general favor, as its fate when carried to the legislature last month for enactment proved.

The report, on this point, says:—

"The School Committee, as a matter of practice as well as by rule, have divided among the superintendents, the business agent, the secretary and the schoolhouse custodian, the control of various parts or aspects of the school system."

To this list of executive authorities might be added the trial board, upon which the secretary, the business agent and a school janitor sit as a judicial body to consider charges and complaints preferred against any janitor or matron which may be referred to it by the board; the salary board, which consists of the superintendent, the business agent and the secretary, who annually consider the salaries of all persons employed under the various titles in the administrative offices of the board; and the board of apportionment, which consists of the superintendent, two assistant superintendents assigned by the superintendent, and the business agent, who have "general control of the appropriations made by the board for supplies and incidentals," and who may make such transfers as it may deem expedient within such appropriations.

"In the report submitted by individual members of the Board of Superintendents, it appears that the majority of the members of this board consider themselves important as a board in the development and control of the school system. They suggest that it is through this board that educational policies are advocated and put into operation; that this body studies educational problems and reports directly to the School Committee, and that it should be considered as the central unifying force in the school system. There is apparently little doubt in the minds of the members of this group concerning the responsibility and authority vested in them as an executive body.

"The business agent is actually an executive officer responsible directly to the School Committee. His authority, however, in the minds of many teachers, masters and executive officers, is much greater than would appear upon reading the rules. He can, subject to appeal from his decision, determine educational policy by refusing to purchase the books which are needed, and which could be purchased within the appropriation allowed to a particular school or department.

"He can interfere with the development of a particular part of the school system through refusing to buy supplies which are needed, on account of an increase in cost, or because he doubts the wisdom of adding the particular sort of supply or equipment which is desired. He may interfere with the efficiency of a particular school or department through a change in equipment which may make for economy, while at the same time handicapping pupils whose earning capacity will depend upon having experience with equipment not allowed by him in the schools.

"Testimony has been given which goes to show that in many cases distinctly educational policy has actually been interfered with by the business agent, by virtue of the authority vested in this office.

"The secretary has, in so far as the rules indicate his position, little executive authority. It appears, however, to be the policy of the School Committee, as at present

constituted, to depend upon the secretary, the business agent, and one or more assistant superintendents for advice, which ought, in a well organized school system, to be required of their chief executive officer.

"The schoolhouse custodian is given such large executive authority in dealing with janitors and matrons as to provide for a minimum of responsibility or authority by the superintendent. In an inspection of school buildings, it seemed apparent to members of the commission that conditions were tolerated which must have been reformed immediately were the schoolhouse custodian responsible to the Superintendent of Schools."

In its plan of reorganization the committee of experts suggests that "the School Committee may properly be considered as exercising the responsibility of a board of directors responsible to their constituency, the citizens of Boston. They must pass upon all matters which have to do with the maintenance and development of the public school system. As laymen they cannot to advantage, and should not therefore attempt to, administer the school system.

"Efficiency in administration demands that they choose a superintendent of schools as their chief executive officer, who should, by rule of the School Committee, and in the exercise of his own judgment, delegate to other executive officers those duties which could best be performed by them. All other executives should report to the Board of Education through him, except in cases of an appeal from the decision of the superintendent, in which the subordinate executive, or any other employee, should carry his case before the School Committee.

"Under the arrangement, all questions of policy for the schools not determined by rule or regulation of the School Committee, and not of sufficient significance to be brought before them for decision, should be decided by the superintendent and reported to the committee."

They recommend that the Board of Superintendents be abolished and that the superintendent should nominate the assistant superintendents, and that the business agent, secretary, and schoolhouse custodian be under the superintendent with their work specially defined.

ENDORSE JUNIOR HIGH SCHOOLS.

The second and third installments of the report recommend a new system of school districts and supervision that is expected to save \$45,000 and make for greater efficiency, and a new organization of the high schools.

"To find a line of development for the relief of present high school conditions, without impairing the quality of the instruction, we turn to the beginning of a junior high school growth already existing in the Boston elementary school system," the report says.

"We recommend the general organization of junior high schools, not only to extend the advantages of this type of school to all parts of the city, but also to reduce school costs; for salaries in junior high schools, where instruction will be given departmentally to seventh and eighth grade pupils alongside of first-year high school pupils, need not be on the high school schedule. Indeed, experience in other cities proves that if the elementary school salary schedule is not too low, teachers well adapted to junior high school work prefer such assignments, even at the regular elementary salary, especially if promotion to the senior high school is open to them.

"We believe that entirely competent submas-

ters could be secured for such schools at the salary paid to elementary submasters; for the way should be open for promotion from these positions into the senior high schools."

The surveyors suggest that the fifteen special departments might be regrouped to advantage into ten. In the medical inspection department they recommend that the work of the nurses should be emphasized rather than that of the physician. They believe two nurses to one doctor a satisfactory ratio.

They emphasize the necessity of extending the service of the evening schools and the voluntary continuation schools, and they command the self-supporting basis of administering groups in the community centres—the evening centres. They say that the time allowance for manual training and cooking might be reduced to make possible three classes daily for a teacher instead of two and that the gain in teaching time may be employed to advantage elsewhere.

It is suggested that the shop products of pupils in subnormal classes be sold, and, after deducting the cost of materials, that the balance be paid the pupils. They recommend the standardizing of kindergarten rooms and the utilization of the advice of the department in the planning of rooms in new buildings and in remodeling old buildings. They condemn the use of a general toilet for kindergarten children.

A critical situation developed in Boston just before the appearance of the survey, which threatened a discontinuation of advance along the line of industrial education. The report found advance of just the right sort had been made along this line; and coming as it did, and everyone knowing that the experts were not out to "whitewash" any department, the report had a big part in saving this work. Boston has always had the breadth in this field, but has never had the true proportion; and the report may help in securing that.

SCHOOL COSTS.

In comparing Boston's expenditures for school purposes with the expenditures of twenty-one other American cities, the committee says that in Boston the proportion of governmental expenditures devoted to the schools is smaller than in the average city. Among the twenty-two cities Boston ranks seventeenth. The figure for Boston is 18.1 per cent., while the average for the group of cities is 20.2 per cent.

In proportion to its assessed wealth Boston spends less than eleven other cities. It spends \$3.70 per \$1,000 of assessed wealth, while Newark, N. J., spends \$7.03; Washington, D. C., \$4.44, and Philadelphia, \$4.55.

Boston ranks seventh in proportion of total expenditure for instruction, operation of plant and maintenance of plant devoted to elementary and secondary schools. The total amount for these purposes in Boston is \$3,949,195.

While 94.3 per cent. of the Boston expenditures are for elementary and secondary schools, Cleveland devotes but 92.7 per cent. and Newark 36.7 per cent. of its total expenditures to these schools. The percentage for four other

cities, Philadelphia, San Francisco, Detroit and Jersey City, exceeds by only a very narrow margin—less than 1 per cent.—the percentage recorded for Boston. The average for the group of cities is 94.2 per cent.

The severest blows of the report are reserved for the Schoolhouse Department. It even goes so far as to say that "citizens should protest." It charges the Schoolhouse Department with using bookkeeping methods to conceal the high cost of school buildings in Boston and adds that the department refused to disclose information sought by the investigators.

"Boston is not receiving adequate educational returns for its investments in new school buildings," and it adds: "In some measure this has been true for several years, and it appears that, under the present policies of the schoolhouse commission, conditions are becoming comparatively worse rather than better."

"Probably no other city in America faces so

serious a problem as does Boston in the task of modernizing its old school buildings. The city has very many very old schools. At the present time the permanent buildings in use are some 263 in number. Fifty-nine schools, or nearly one-quarter of all, are more than fifty years old. One hundred and twenty-six buildings, or practically half of them, are more than thirty years old.

"The committee is convinced that the establishment of the Schoolhouse Department, administered by the Independent Schoolhouse Commission, has not made for economy, efficiency, or for the best interests of public education."

With this comment the survey draws to a close.

How many of the numberless cities surveyed in the past five years feel that they got their money's worth from the experts? Their advice, in Boston's case, will be worth all it cost—if Boston uses it for something more than having it bound attractively for distribution among school theorists the country over.

SECRETARY LANE'S APPEAL THAT BROUGHT A FIVE-THOUSAND-DOLLAR APPROPRIATION FROM CONGRESS

I turn now to Young America, our twenty-two million school boys and girls; for these, after all, are our chief resource and our chief concern. Are we doing all possible to develop this resource?

If there is any one of our institutions in which the American people take undisguised pride and of which they feel justified in boasting it is the public school system, for this is "the greatest of American inventions" and the most successful social enterprise yet undertaken by any people. The United States maintains a Bureau of Education in this department, which, upon a small appropriation, collates as best it can the figures and facts which most inadequately tell the story of the growth and use of this most brilliantly conceived piece of governmental machinery.

Education is indeed our foremost industry from whatever point of view it may be regarded. Yet I am assured that it has made less progress than any of our other industries during the past thirty years.

Yet here and there under rare leadership may be found in this country the most striking proofs of what can be done to tie our schools to our life. The hope is eventually to make the school what it should be, and easily may be made to be, the very heart of the community—social club and co-operative centre as well as school.

There would seem to be nothing visionary in such a hope. To effect this evolution there is needed primarily leadership, and this the government must give if it is to realize its desire for a people who are both skilled and happy.

I have said in a previous report that the Bureau of Education should either be abolished or put to serious high purpose. I believe the latter to be the wise, in fact the necessary, course. There is a real use for it. As in the Bureau of Mines we seek to save the lives of miners by

educating them in the use of explosives and life-saving apparatus, and by instructing operators in safe methods of building their vast underground workshops, so I would erect the Bureau of Education into a Bureau of Educational Methods and Standards in which would be gathered the ripe fruit of all educational experiments upon which the schools of the country could draw. This is a wide country, and there is need for a national clearing house where can be centred and exchanged the results of the most remote experiments.

There is no disguising the fact that we have a most difficult problem in the United States—and I cannot believe it is ours alone—in the rural community. A majority of our school children are in rural schools. The query arises, Are our rural schools doing their part in making life in the country desirable? An ambitious people will go where education can be had for their children. There is no sense in talking of the charms of country life and the independence and dignity of producing from the soil if the school at command is no more modern than a wooden plow.

As it is now, a teacher is almost without status in our society. And this, in addition to the inadequacy of the pay, has drawn to the profession those who use it only as a makeshift, and those who, out of a spirit of self-sacrifice and love for the work, serve in the highest way the public good. Of the former class we need fewer, and to the latter should come increasing honor.

How can the schools of a county be so coördinated and combined as to make them efficient tools? What should be the standard for a teacher's qualifications? How may children be brought to and taken from the school to distant homes at the least expense? To what extent should the teaching be out of doors and the "examples" those of real life? How can the boy

learn that there is adventure in farm life as well as in the city?—for adventure he will have. To what uses may the school building be put as a community centre for the neighborhood dance, lecture, or moving-picture show, or, perhaps, as the home of a co-operative buying or marketing organization? These are but a few of the questions which many men have tried to answer, and there have been some successful experiments made and right answers given.

The teachers, the superintendents and the school boards need leadership; they need an authoritative statement of conclusions by the wisest and most practical men in the land; they need to be shown the better way. And with even as little as a hundred thousand dollars a year for two or three years we could, I believe,

conduct a campaign for a new kind of rural school that would work little less than a revolution in rural life. Our aim would be to identify the school with the farm and the village, and develop a new respect in fathers and mothers for the school as a practical and not a mere scholastic institution. The problem is only one of popularization. The experimental work has been done. We know where the best seed is. Here is call for the co-operative leadership of the government in a work of supreme value to the state. The man to direct this work should be one whose word the nation would heed. That such a man can be secured there is no doubt, for experience justifies the statement that there are no men of large capacity whose services the country cannot command at a material sacrifice.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

BAKERSFIELD, CALIFORNIA

Kern county has more than local interest. It is known far and near for many conditions and achievements. Its oil wells are world-famous. Their derricks are forests, their tanks are measured by square miles, while there are individual tanks so large that a three-ring circus could be tented and have room for all conceivable side-shows.

Some one has discovered that the frostless line runs along the mesas between Bakersfield and the foothills, and now the orange groves are giving their eternal green to vast areas.

But my interest is primarily in her schools. Superintendent Nelson of Bakersfield is in his twentieth year of service and is the dean of superintendents in service in the state, and with one possible exception on the Pacific coast. To him in large degree the educational situation is due.

The crowning glory of the school system is the Kern county high school, Dr. B. S. Gowan, principal. The plant is every way adapted to all phases of secondary and junior high school and junior college work. The laboratories are of the latest pattern and with the best equipment. The shops have the latest and the best of everything for vocational and industrial training and over and above all these appointments there is a first-class agricultural outfit with twenty-seven acres of demonstration farm and a dormitory for young men. All that is ideal for a high school agricultural training is here. Kern county has certainly taken the lead and a long lead in its high school, junior high school and junior college arrangements. Dr. Gowan is a graduate of Yale University and has had the best of experience, so that he is equipped in scholarship and experience for the development of everything that is desirable along all of these lines.

Dr. Gowan states the aim of the combination most clearly:—

“It is the aim of the high school to educate in

the highest and best sense the boys and girls of the county; to train them for intelligent, practical citizenship. The school aims to impress upon its pupils the dignity of labor and the unworthiness of idleness. It aims to make students able to earn a living and capable of enjoying it, by giving them a training that is both vocational and cultural. It aims to inspire them with higher ideals; to give them a larger vision of life; to make them ambitious to have a part in the onward and upward movement of the world; to make them realize the responsibility that will rest upon them as the recipients of an education provided at public expense; to impress upon them the duty and the beauty of altruism, of service to others.

“To make possible the realization of the aim as here enunciated, a large number of courses have been provided. Those wishing to attend the University of California or any other leading institution will find courses that will prepare for entrance to whatever department of the university they may choose.

“Those who want a broad cultural education, without reference to its bearing on their life work, will find courses that will suit their purpose.

“Those who prefer to do work that has a direct bearing on what they expect to do when they leave school will no doubt find ample provision for them in some of the industrial departments.

“Furthermore, those who have received a diploma from this or any other standard high school can take two extra years of work corresponding to the first two years at the university. This work will be described under the heading, Junior College.

“Attention is especially called to the fact that the Kern county high school aims to keep in close touch with the people. Its assay department has rendered good service by testing ores brought by prospectors, miners or others interested. The chemistry department has been of

service to the people of the county by analyzing water to test its purity. The agricultural department analyzes soils for the farmers, and gives them the benefit of experiments made on the school farm, or allows them to make experi-

ments for themselves. It desires to be helpful in all possible ways. In the manual arts and home economics departments it can offer opportunities to mature persons who desire help in a practical line."

WHAT YOUNG PEOPLE OUGHT TO KNOW ABOUT WAR AND PEACE— (I)

BY LUCIA AMES MEAD

SUGGESTIONS FOR TEACHERS

That the rising generation may wisely meet the problems sure to face civilization at the end of the war, it must be taught at school many things which the last generation never knew. This war will affect the incomes, taxation, charities, politics and outlook of generations to come. May 18, the anniversary of the first Hague Conference, should be utilized to give new information to be amplified incidentally through the year in the teaching of history, geography, literature, patriotism, civics and economics. The miscellany of music, poetry and isolated quotations which have frequently occupied the time on May 18 may well give way to solid instruction followed by questions or written themes. But vastly more will depend upon the teacher's moral earnestness and power to grasp the new situation than upon specific data that he imparts.

He must show that this war has not been due to blood lust of any people. It was the result of confused thinking, crooked logic, prejudice and economic illusions on the part of the powerful to whom the peoples blindly entrusted the power over life and death. But for the fearful speed of telegraphic ultimatums, the war might have been avoided. It will be the peculiar function of our cosmopolitan people to help bring together the embittered nations and to show the method of obtaining permanent peace. We must begin at once to prepare for this stupendous task. The world's future as well as ours depends upon our success. Each pupil must be made to see his share in this great, new responsibility as a citizen of a country that is privileged to have tried that principle of federation which can alone save the nations from universal suspicion, conscription and eventually a still greater war.

The diplomats who will sit around a table to readjust boundary lines at the end of this war will face two alternatives—one to renew the futile rivalry of arms that has bred this war; the other, to co-operate and through a League of Nations to lead to world organization and a substitution of law for war.

These two great alternatives with their implications and philosophic bases may be so taught as to be understood by children from ten to eighteen years of age far better than they are understood by those parents who get their convictions from scare headlines; far better even than by many an

educated man hide-bound by prejudice and unscientific theories of the past. Many things have been hidden from the wise and prudent professors, diplomats, editors and generals who caused this war which can be revealed to Bobbie Brown in the eighth grade. When he is twenty-one, that knowledge will count. What are some of these things?

(1) How to imagine what our opponents think.

Systematically develop imagination. Many good arithmeticians have no imagination in figures, e. g. how much a million men, acres, dollars are. Imagination in figures is needed every time one reads a newspaper. Knowledge of percentage may be used only once a year. Take the town as the basis of comparison. When referring to people, money or area make comparisons with it, e. g.: A Boston child should know that the 600,000 Americans who perish annually from preventable causes would equal all in his city. Make figures live. Develop sympathy through imagination. End quarreling by making each little brawler play he was his own opponent and write out the other's side of the dispute.

In studying our three foreign wars, ask pupils to impersonate a Briton, Mexican, Spaniard and Filipino and state their point of view. Encourage each to get the point of view of each type of our cosmopolitan population, the rich, the poor, the Indian, negro and Chinese. Let skill in writing letters such as these men would write receive as much credit as skill in singing or drawing. The life of many a college graduate has been ruined because he could not imagine how others thought and felt.

(2) Interdependence of Modern Nations.

Show how the nations through steam, electricity, wireless telegraphy, foreign investments and commerce have now become as interdependent as the parts of the human body. Define organism and organization. In the lower grades, ask children to tell of everything in their homes that comes from a foreign country, from tea to Grimms' Fairy Tales. Set them to thinking of our indebtedness to all nations past and present. Ask them to get home help in bringing in the names of the great heroes, inventors, statesmen, authors and musicians of every land. Parallel columns might be kept upon the blackboard, headed "Greece," "Italy," "England," etc., and every week some new name added to the lists with a brief story and if possible a picture to il-

lustrate. Why should children be taught to locate the Xingu river and to spell *pyramidal* and memorize a hundred items that do not touch their lives before they have ever heard of Darwin or Shakespeare?

Let geography be made a more human study than it was to the last generation. Let reverence and gratitude for all the human effort of which we are heir be the outcome of this study of foreign lands. Let it be remembered that the great scholar—Elihu Burritt—was drawn to his effort for world organization upon realizing profoundly the political significance of man's need of the products of every land and clime and that each nation was designed to be the other's complement.

Early training will prevent the pernicious heresy from taking root, that war can not end until human nature changes. This error, preached in pulpit, war college and editorial chair, has paralyzed effort, and relegated to some far-off age that task of world organization which alone can abolish war.

(3) Organization.

Show that mere cessation of war is not peace. Europe has had no peace since it has had conscription and been an armed camp and acted on the theory that each nation to be safe must be stronger than any other!

Peace means the organized living together among nations.

The emphasis is on nations. Consider the growth of organized living together of cities, provinces and states; give picturesque description of the little armies in walled cities of Italy that sallied forth to fight each other in Dante's day; of war between the ancient provinces of England; later, after these were united, between England and Scotland and England and Ireland, and all this bloodshed due to lack of organization and co-operation. Above all, dwell on the constitutional period of American history, the part least studied and the most significant. Picture vividly the friction between New York and its neighbor states, due to her tariff wall. Show how our colonies were bound by a rope of sand, Georgia being practically further from Connecticut than it is now from India, Washington could travel no faster on a horse than could Moses on a camel. Picture our provincialism; our lack of a sense of unity. Then give a dramatic account of that little group of mighty statesmen behind locked doors in Independence Hall inventing a method that, unknown to them, should not only bind the colonies

together but, later, forty-eight states and, eventually, the nations of the world. (See John Fiske's "Critical Period of American History.") They did not try to change human nature but simply to make it easy to do right. They tried to keep man's latent devilry dormant by sweeping aside what created friction and securing safety and justice.

Describe the interstate quarrels, all settled by the Supreme Court so quietly that half the citizens never heard of them. Though many states tried to secede in '61, no state ever went to war with another state. Show how the United States has been a world power from the start and its constitution has been the basis of every constitution written since. Make clear that ages before true brotherhood of man will be fully achieved, an organized living together among nations may be attained as truly as an organized living together among cities, provinces and states, despite the fact that within those states and nations violence will by no means entirely cease.

(4) The Hague Conferences.

When newspapers proclaim the futility of arbitration and their elders scoff at the Peace Palace, pupils must rely on teachers for the truth. Show that, though the causes of the war lay deep, the immediate occasion was a matter that could have been settled by the Hague Tribunal. Had the dispute been taken there, Europe would not have broken into conflagration. To sneer at the Arbitration Tribunal as if, forsooth, it were at fault is like sneering at a physician whose mad patient throws his medicine out of the window. The story of the Hague Conferences in 1899 and 1907, their real achievements and the enormous possibilities of future Conferences should be part of the teaching in every school. Each May 18, the story should be told anew as found in Gulliver's "Friendship of the Nations," in bulletins of the United States Bureau of Education; in the chapter on "The World State," in Myers' "Modern History" and in the last chapters of "A Course in Citizenship."

When the war ends, and the victims in every land face their ghastly losses, will they not demand that this hideous folly of war shall not be repeated, that the only method which can bring security shall now be tried? But if there is not widespread knowledge of the way to peace, and if our country does not lead the way, their cries may be stifled in a world that has been so long under the censor and military law that democracy will have become but a mere name.

THE STILL SMALL VOICE

The most potent and beneficent forces are stillest. The strength of a sentence is not in its adjectives, but in its verbs and nouns, and the strength of men and of nations is in their calm, sane, meditative moments. In a time of noise and hurry and materialism like ours, the gospel of the still small voice is always seasonable.—John Burroughs, in the March Atlantic.

ZACHARIAH XENOPHON SNYDER

BY EDGAR D. RANDOLPH
Greeley, Colorado

On Thursday, November 11, 1915, at high noon, Dr. Z. X. Snyder, for twenty-five years the masterful and sagacious president of the Colorado State Teachers' College, died at the residence on the campus. It is but a tribute to his power that among those close to him few were prepared for the end. He had been stricken with an incurable



DR. SNYDER

malady early in the spring and for days was near death. His wonderful strength prevailed, however, and slowly but indomitably he came back to his loved work, with characteristic optimism putting aside the veiled concern of his friends. He had organized the summer session and before its close he was again at his post. In the brief vacation following he was full of plans for the coming year.

On the coast the National Education Association was meeting. He must needs be there as usual. He had been a member of it almost from the year of its incorporation by Congress and from 1889 was one of its leading figures. Solicitous friends of a lifetime from far and near came to him there. Their fears, aroused by reports of the early crisis, were allayed by the well-remembered buoyancy of spirit; he was the same man to them—planful and expectant.

At the college in September he resumed his heavy responsibilities with pleasure. There was so much to be done for the school. "To think and then to act"—this was the business of life. There were changes in him, however. His love of nature, always notable, seemed to have been almost a passion since his early illness. Many of his chapel talks in the last days were aglow with poetic fervor. On the campus which he had created he daily discovered new beauty—and linked it with the nîsus of the Universe, the great force that works unceasingly up and out through things and man—to the Master.

"Whose secret Presence through Creation's veins
Running Quicksilver-like eludes your pains
Taking all shapes from Mah to Mahi, and
They change and perish all—but He remains."

To those who had known him long there was observable this heightening of old interests—beautiful, but vaguely alarming. In his office, however, they found him, as always, occupied but hospitable. He was at work and happy,—confident and ready for what the hour brought.

Up to the last week it was so. On Monday, November the first, he enjoyed to the utmost Lady Gregory's reading. On Wednesday he introduced with characteristic humor a visiting speaker. This was the week of the meeting of the State Teachers' Association in Denver. Wishing to conserve his strength for this, he decided to rest until Friday, the day of the alumni banquet. On Friday he felt—not so well. The expectations of the alumni were dashed when the president of the board of trustees read the telegram announcing Dr. Snyder's regret that he could not attend the banquet. It seemed a portent. Fresh apprehension arose among his friends when he did not appear at the college Monday. These were, in fact, the dreaded days.

* * *

His was a long and adventurous career, which can only inadequately be sketched in. Behind the bare, dated record of his progress from post to post of greater responsibility lie the illuminating details of a rich and ordered life. What belief in the efficacy of intelligent effort, what principled confidence in men, what sacrifice of self, what firm and persistent endeavor are part and parcel of the bricks, and stones, and trees, and flowers in and of the college.—Memorial Address.

CHURCH MEMBERS IN COLLEGE

About 4,425 church members are found among the 4,868 students attending the University of Wisconsin this year, according to the reports of the seven university pastors maintained by various denominations. Eleventwelfths of the student body have church affiliations, and these figures do not include the large number of students who belong to the Unitarian, Christian Science and Jewish congregations.

Of the seven denominations represented by pastors, there are 1,100 Congregationalists among the students, 325 Baptists, 600 Episcopalians, 600 Catholics, 500 Presbyterians, 1,000 Methodists and 300 Lutherans. Two denominations have special student chapels.

These figures, it should be noted, are of church members, not of church goers. The university publicity department might collect figures equally interesting on the number of students in each denomination that go to church more than once a month.

But those figures probably would not be an advertisement for the University of Wisconsin (or any other university) to use in religious papers. It wouldn't "pull."

THE MEANING OF TUSKEGEE.—(III).

BY W. J. BUTTON

The Tuskegee idea of education means training—thoroughness of training. It begins with the home where habits of industry and thrift are inculcated, where the character is shaped by moral and religious precept and example, and where the intelligence receives helpful stimulus and encouragement; thence to the school where the training is continued, having for its aim both academic and industrial instruction. Thus the "inner vision" is not lost to sight while the boy or the girl is preparing for the common affairs of daily life. And it is emphasized here as an unalterable fact that education, physical, mental and industrial, is of small value without moral training. With John Ruskin they believe here that "in the school itself should be taught to all children of whatever gift, grade or age the laws of honor, the habit of truth, the virtue of humility, and the happiness of love." To Ruskin's creed Tuskegee would add "the spirit of industry," "the duty of economy," "the wisdom of possession." With these additions, here, in a nut-shell, is the whole of practical ethics.

The Tuskegee educational prescription was prepared by one who knew accurately and sympathetically the status of his race, its needs, its aptitudes, its obstacles, its opportunities. With great emphasis education is identified with work. That education itself is work, that it is preparation for work, and not a scheme for escaping work, that in labor well done there is dignity, beauty and joy—this is the pre-eminent mission of Tuskegee Institute. By persistent precept and by living example this doctrine has been taught more effectively at Tuskegee than at any other institution in this country. Judging the tree purely by its fruits, labor and learning are a well matched pair at Tuskegee.

But in passing we may remark that the black man has no monopoly on wrong notions of work. Ex-President Roosevelt in his stirring address on Americanism reads us all a needed lesson: "The law of life must be the law of work," he says, "not the law of idleness, not the law of self-indulgence or pleasure,—merely the law of work. Work is not only the law of nature, of the race as to progress, but it is really the law of the highest happiness for us ourselves." And here at Tuskegee, therefore, labor and learning are welded together as they must be in life. To their combination and co-operation is due the great results achieved.

From the beginning Booker T. Washington foresaw what industrial training, what practical education, would accomplish for his race. In the raw, rough material prone before him, he could see the intelligent citizen, the owner of property, the self-respecting man, the leader of his community. Up from ignorance and weakness and folly, up from poverty and dependence,—through right and rigid education—to intelligence and self respect, to strength and independence, to

character and influence! Such was the vision of the Moses of his race.

The change of sentiment in twenty-five years as to the utility of education is a remarkable fact. When Booker T. Washington began his career as educator this phase of school life was little considered. Now every important educational movement is in the direction of vocational training. Not only do the colleges vie with one another in the offering of technical instruction, but the secondary schools have also begun to respond to the call for preparation for life.

"When I see a boy or girl leaving a school to deal with so many things in life not touched upon by their schooling, I feel that they have not had a square deal in education," says Professor O'Shea of the University of Wisconsin. "The things which have no large place in the life of the individual are the things which should have no large place in the work of the school," says Charles McKenney, president of the Michigan State Normal College. "Our educational systems must include training for vocation," is the sentiment expressed by President James of the University of Illinois. Professor Shailer Matthews of the University of Chicago writes: "The past year has been a steady advance in the growing recognition of the truth that education must fit for life." "Training for the vocations of life is the main object of education," declares Dean Davenport of Illinois University. "Courses for technical instruction in industrial occupations must be provided for in the public schools," says the president of the Chicago Board of Education.

Indeed the necessity for the incorporation of industrial training in our systems of education is today the judgment of practically all of those competent to express an opinion. Quotations from late utterances of educational leaders might be indefinitely extended in proof of the rapid growth of the industrial idea in our courses of instruction in all classes of schools.

In the light of the educational conviction and doctrines of today the example set by Tuskegee a third of a century ago, rises into greater significance. Today the Tuskegee educational policy is well-nigh universally approved and no one doubts but its success has powerfully influenced the judgment and methods of educators in all parts of the world. It is an interesting fact that while by work and study, in classroom and shop, library, field and factory, Tuskegee was solving the perplexing problem of practical preparation for life, elsewhere the pros and cons of this great problem were being thrashed out in wordy discussions. For years Washington was actually doing the great things in education which distinguished educators in other parts of the country were merely talking about. He subjected his theories to the laboratory-of-life test,—they to academic debate. "Training for vocation"—"preparing for life"—"fitting for environment"—"equipping for usefulness"—"providing for efficiency,"—these are some of the favorite phrases of modern educational doctrine anticipated years ago by Booker T. Washington.

SCHOOLMEN'S WEEK

"The University desires to learn from teachers; and is eager for a more complete understanding of its functions by the schools," declared Vice Provost J. H. Penniman, in his hearty welcome address opening the third annual "Schoolmen's Week" at the University of Pennsylvania, April 12 to 15, 1916. "The position of teacher, next to the Christian ministry, is the highest among men. Teaching is the great profession which underlies all other professions. Eternity is simply an endless now and developing for Eternity is the function of every teacher."

With this for its keynote it naturally followed that the 1916 "Schoolmen's Week" was a record event from start to finish. Never were discussions more vital to educational progress; and never were more able experts heard at a university convocation in the interests of educational advance. Every grade of teaching was represented and several dozen speakers were heard at the simultaneous sessions on a single day. Suggestions were thick as blackberries in June, and all of them were ripe and good.

The fruitful ideas presented were of both general and local value, touching not only teaching methods but the teachers themselves. That every high school faculty should be a class for the study of education with the principal as teacher was urged by Superintendent Flanders of Philadelphia. That teachers supplement interesting content with interesting method was advised by Professor J. T. Young, University of Pennsylvania, who said: "Do not fill up your students with knowledge; bolster them up with questions, for it is impossible for the student to answer a why? without using his reasoning power."

That children should be allowed to ask questions of the teacher was suggested by Miss Lida B. Earhart, New York City public school principal, who thought "children are taught to memorize when they should understand"; and that "most of the failures come from a clouded state of mind, the pupils thus being unable to make deduction and classifications for themselves, and the home work being worse than a farce."

That the state normal schools should "cease to be commercialized institutions seeking patronage" was advocated by Principal F. E. Baker, State Normal School, Edinboro, Pa., who wanted not only independent means but also the elimination from the normal student body of the unfit—"those whose personalities are so mean that they should be told to take up some work requiring skill of hand only and not breadth of heart and depth of sympathy."

That the schools have made little progress in providing the remedy for retardation was the declaration of Professor Updegraff, University of Pennsylvania, who with others finds the present grading system "too inelastic," about one-third of the state's elementary school children being on the retarded list, according to the recent census.

That instruction should be broken into small units according to abilities and possible future work of the children; that grades should be broken up into two or more sections, according to abilities; that school schedules should be arranged in such a way that a shifting will be permissible from one group to another or to several; that promotion should be by subjects (at least in the upper grades) was advised as the result of his retardation survey of Pennsylvania by Supervising Principal Carmon Ross, Doylestown, who said: "Such a classification would permit the bright child to make progress according to his ability and enable the slow pupil to do his best work wherever he can find it."

"Education for Citizenship" was the timely topic of Dean Russell (Columbia University Teachers' College),

who said: "Even America must accept a new concept of the state and with it expect a new type of education as a result of the war." He called for "the elimination of the politician"; for "professional spirit that will put public good ahead of personal gain"; for "teaching and school management that shall appreciate reasonable law and secure voluntary obedience to constituted authority"; and "for educational leadership that shall rise to patriotic statesmanship."

Education for a citizenship that will recognize the international relationship as well as national responsibility was declared by Professor W. E. Lingelbach (University of Pennsylvania) to be essential for the elimination of future warfare.

"I believe that after the present war greater demands will be laid on the schools," said Professor Ellwood P. Cubberley, Leland Stanford University, who aided materially in the discussions of County school administration, the work of the continuation superintendent and teacher training. "In twenty years the schools must advance fifty years; they must educate ahead of the times; and trained administrators are needed to direct this big educational forward movement." He emphasized the unified County school system and advised the reduction in membership of boards of education.

The most spirited discussions were those on rural, normal and continuation schools. In the perennially appropriate debate between the vocationists and the classicists, led by Principal W. D. Lewis (William Penn High School, Philadelphia) on the one side and Dean Andrew West (Graduate School, Princeton University) on the other, the former claimed that "for the most part classics give the habit of evasion and do not train the average student to face a task squarely and do it properly"; while the latter held that "the classics are fundamental for liberal education, underlying literature and history, liberalizing the mind, and extending the use of English."

Dr. Nathan Schaeffer's solution of the rural education problem was the provision of salaries of \$1,000 or more a year for rural teachers; and of funds to send rural teachers to summer schools. He deplored "the raiding of the state's educational funds" by legislators and the neglect by teachers of educational meetings (even nearby) saying "because their salaries are so low, their professional spirit cannot be high." That the basis of salary advance should be continued service in one grade was advocated by Dr. L. D. Coffman, dean, University of Minnesota's College of Education.

Continuation schools as schools "where the most efficient teaching is being done" were praised in a symposium which included School Superintendents R. E. Laramy, Easton; A. Wanner, York; C. F. Hoban, Dunmore; C. C. Green, Beaver Falls; L. Nusbaum, Philadelphia, and M. B. King, state department of education, Harrisburg. A visit to local continuation schools in stores and public school buildings was one of the pleasant events which included psychological clinics, luncheons galore, lectures (of which that on the history of education, illustrated, by Dr. Frank Graves, head of the University's School of Education, was one of the greatest treats); a baseball game; and an oratorical contest (of co-operating Pennsylvania high schools) for scholarships in the university.

The last was one pleasant concrete evidence of the practical way in which the University of Pennsylvania is unifying educational work in the state so that there shall be no break in the continuity of education and no line of demarcation between the university and the schools.

J. A. S.

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IRWIN SHEPARD

Irwin Shepard died of heart disease in his home at Winona, Minn., on April 15, at seventy-three years of age. He was more closely identified with the activities of the National Education Association than any other man has ever been. He was the first secretary to draw a salary and devote his time exclusively to the official management of the N. E. A., and for nineteen years he was to all intents and purposes the manager of the association. To him the association owes the superb arrangements which built up the Permanent Fund of about two hundred thousand dollars. There was no appreciable fund when he accepted the management and there has been no appreciable increase since his day.

Circumstances were radically different before and after, but the fact remains that the Permanent Fund is largely his monument. His will always be the name most closely associated with the glory of the National Education Association in the minds of those who were actively interested in the association from 1893 to 1912.

He was in the Civil war and on more than one occasion won especial official approval. He began his educational career as superintendent of schools at Charles City, Iowa, and was for many years principal of the Winona, Minnesota, State Normal School, giving it national significance.

Prior to 1893 the secretaries of the N. E. A. had served without pay, while the treasurer drew \$1,000 salary. Mr. Shepard was non-salaried secretary for a few years prior to 1893 and so generally was his efficiency recognized that the whole scheme was changed and the treasurer became an honorary official and a salary of \$4,000 was paid the secretary. There was no other name mentioned for the position at the time and there was no rival candidate for the position prior to his resignation, which came as a great surprise in 1912.

He alone appreciated his state of health and he was never a well man thereafter, though he did most efficient work for James A. Barr for a time as secretary to the manager of the Bureau of Congresses for the Panama-Pacific Exposition. A serious collapse at that time led to the necessity for extreme caution ever after and in the last two years he had to watch every movement lest one slight effort too much might bring the end. He greatly desired to come to the Detroit meeting of superintendents, but his physician positively refused permission.

Our last letter from him was one of ardent appreciation of the report in the Journal of Education of March 9. To the last the National Education Association was dear to his heart.

Mrs. Shepard and the two sons, who shared with him intense interest in the success of the association, survive him.

N. E. A. FOR BOARDS OF EDUCATION

The National Education Association will always be halting and limping until members of school boards take an active part.

Nothing could be more absurd than to style any association a National Education Association that has no vitalizing connection with the men and women who have to vote practically everything that the superintendent, principals and teachers need and desire.

How ridiculous for 20,000 teachers, 4,000 principals and 2,000 superintendents to meet in New York in early July and listen to arguments, expositions, demonstrations and appeals and go back to their work in September and ask the Board of Education to vote a few of the things they have learned about! Ask men and women to vote money for things of which they have never heard and on which it is impossible for them to vote intelligently.

Is it any wonder that Boards of Education think their superintendent is a faddist?

The chief trouble with some principals and teachers who oppose progressive ideas is because the superintendent goes to at least ten national gatherings in ten years, in summer or winter, while principals cannot go to more than five, nor teachers to more than two.

These three lines of educators as a whole stand related to progressive ideas in about the relation of 10—5—2, based almost entirely upon the rate of attendance upon National Education Association meetings. Now members of Boards of Education have not averaged one in 100 ever being in attendance upon a National Education meeting of any kind. How can they be expected to know the relative values in education?

It is really more valuable for a school system to have a modernized educational thinker voting on the latest and best things, than to have a modernized educational thinker begging for them.

The National Education Association will be ten times more efficient if there are a thousand members of Boards of Education at New York in July than it can be without them.

SEND A BOARD MEMBER TO NEW YORK

Boards of Education have at last been educated to send the superintendent to the February meeting of the Department of Superintendence.

No other equal amount of city money is so well invested as is that which connects the superintendent with the live wires of educational thought from all over the country.

Now let the superintendents educate the Boards of Education to send one of the members to the summer meeting of the National Education Association.

As a matter of fact it would be a good investment for the teachers, principals and superintendents to make up a purse and send one of the Board members. It would make their work twenty per cent. lighter to have one of the members in touch with other members in such a way.

Of course no self-respecting community would permit anything like that.

The next thing is for some member who can afford it to go at his own charges as those on the program at Detroit went. But that is vicious. That gives the men of means an advantage which they should not have in any city in America.

Let Boards of Education make an appropriation and send one of the members to New York in July for attendance upon the National Education Association and especially for attendance upon the meeting of the Department of Administration. It will be the best money they can vote in May or June.

AN INTERESTING POINT OF VIEW

This actually happened within a year. One of the ablest, most intelligent, best read superintendents of schools who has been in attendance upon National Associations, who has been on those programs in the best program places, who has done nothing for several years but study and think about children, teachers and schools, asked a member of his Board of Education to allow him to explain why something was needed that the Board member did not think was needed.

This uninformed Board member said to this informed superintendent in the presence of all the Board: "You have no right to discuss this with me. You have no standing as my equal. I am your employer, you my employee."

Could that member of a school board have made such a speech as that if he had attended even one meeting of the Department of Superintendence, or summer meeting of the National Education Association?

BARR'S GREAT SUCCESS

On April 22, James A. Barr closed his official connection with the Panama-Pacific Congresses after four years of unparalleled service to a great cause.

The number of conventions held in San Francisco and about the Bay in connection with the Exposition was more than twice as many as were held at the Louisiana Purchase Exposition in St.

Louis in 1903, and nearly five times as many as at the World's Fair at Chicago in 1893.

There was scarcely a day without its convention, and on one day there were forty conventions in session. There was an average of ten sessions a day for the entire 288 days.

In all there were 928 sessions with a total of 2,927 days; which would represent a convention for every one of 365 days for eight years. It is estimated that on the basis of half-day sessions there were 1,756,000 persons in attendance. There were sixty-one international organizations; 541 national, ninety-four Pacific Coast and 232 California organizations.

The Congress of Education was attended by delegates from thirty-one foreign nations, the Press Congress by delegates from twenty-nine foreign nations.

The National Education Association day was the largest convention day in attendance upon the Exposition grounds, totaling 95,317.

Incidentally it may be said that the net profit of the Panama-Pacific Exposition was nearly \$3,000,000.

HIGH SPOTS IN EDUCATION

Dr. William H. Allen in Public Service Bulletin Number 19 has these most virile sentences:—

"Averages and generalizations tear down high-spots and cover up low-spots.

"A low-spot in education is a need whose importance is absolute, not relative.

"Teacher B's excellency does not offset Teacher C's deficiency.

"A high-spot in education has a value even if it stands alone.

"To spot-light a teacher's point of excellence is one way to interest him in strengthening weak points."

This comes nearer the policy of the Journal of Education and its editor than anything we have seen in print since George Howland wrote: "Make the Good contagious." Dr. William H. Allen will make the Institute for Public Service famous for its usefulness if he can but live up to that high ideal.

SCHOOL BOARD PROGRAM AT N. E. A.

At New York one of the greatest sessions in program and importance will be that of School Administration. Indeed, that department will have one of the most significant programs ever presented at an educational meeting. If you doubt it look at these names: Messrs. W. H. Willcox, president of the New York City Board of Education, and Thomas W. Churchill, the retired president; Joseph Lee of the Boston Board, State Commissioner John H. Finley of New York, Cora Wilson Stewart of Kentucky, Mrs. Maude Crewes Waters, member Board of Education, Los Angeles; Edward C. Elliott, chancellor of the University of Montana; Stephen B. Knight, member of the Board of Education, Denver; Miss Mae Snow, Board of Education, Minneapolis; C. B. J. Snyder, architect, New York City Board of Education; W. E. Pieplow, member of the

Board of Education, Milwaukee; John Wanamaker, member Board of Education, Philadelphia, and O. M. Plummer, director Board of Education, Portland, Oregon.

DEPARTMENT OF ADMINISTRATION

Last year at Oakland there was the first real attempt to have a meeting of a Department of Administration that in any adequate sense represented Boards of Education.

Because of the success of that meeting there was for the first time in the history of the association a general session of the Department of Superintendence devoted to questions of vital interest to Boards of Education with two mighty live members of school boards making addresses.

At New York in July there will be a program by school board members which every member of a Board of Education in the United States should hear.

How many will hear it?

NEW YORK PENSIONS

We are wholly unable to form an intelligent opinion of the merits and demerits of the New York pension bill.

We are such an intense believer in pensions, and were so distressed over the financial collapse apparently of the present pension law that we drifted naturally and easily into the belief that disinterested and competent experts had prepared a bill that was equal to the emergency, but we have seen so many vigorous protests from eminently fair-minded and interested parties that we rejoice in the opportunity to be neutral, not because we wish to be, but because we do not know enough about the situation to be on either side.

We are using on another page from the New York Sun a protest by Miss Davis of the Wadleigh High School which shows how intensely many teachers feel about the matter.

A WALDORF LUNCHEON

The Department of Administration has arranged for a luncheon in honor of President David B. Johnson, at the Waldorf Hotel, New York, Wednesday noon, July 5, at \$2 a plate.

This will be about the biggest and best thing at the July meeting of the N. E. A. It will be the only opportunity one is likely ever to have to be at a banquet in the famous gold room of the Waldorf at such a figure, and there is no other hotel or room in America where it is such a luxury to enjoy a banquet.

In Oakland last summer the first annual luncheon of the presidential series was by far the richest and rarest occasion of the entire session. The same will be true in New York. There should be two thousand men and women at that luncheon in the gold room of the Waldorf Hotel, July 5, 1916, and O. M. Plummer, North Portland, Oregon, should be notified early that you will be there.

THE NEXT GENERATION

The National Council of Education, after the discussion on "The New Ideal in Education—Better Parents of Better Children," at Detroit, created "a committee to study methods of promoting the ideal of racial well-being." Helen C. Putnam, Providence; Adelaide Steele Baylor, Springfield, Illinois; Carroll G. Pearse, Milwaukee; Mary C. C. Bradford, Denver, are the committee, and the committee announces that a fund, \$1,000 annually for four years, has been offered by an anonymous donor. It is to be used to help place popular ideals of responsibility for the race above commercial ideals and above individualism. None of it may be used for expenses, or to promote an individual, a book, or an institution.

For details address any member of the committee, but preferably the chairman, Dr. Helen C. Putnam, Rhode Island Avenue, Providence, R. I.

SCHOOL BOARD SPECIAL

In demonstration of our conviction as to the vitality of this School Board discussion our special convention number in June will be a School Board issue, in which we shall try to be of definite and large assistance to Boards of Education. For them it will be prepared. In sympathy with them it will be written. It will be enlightening without being didactic. It will neither preach at them nor scold them. This will be our Second Annual School Board Number, and we believe that it will meet a definite and great need.

If the Congress of the United States is prevented from yielding body and soul to the water power companies the credit will be due Gifford Pinchot. The tragedy of it is that he has had to fight almost single-handed whereas the people as a whole should have been awake to the situation. What has possessed Congress we cannot understand.

New Jersey now has a law requiring that five verses from the Old Testament shall be read in every public school each day it is in session without comment.

If there is anything calculated to produce a row that has not been injected into the New York City situation in Heaven's name don't suggest it.

Speed and accuracy in minimum essentials have increased in ten years beyond expression, and the increase is almost universal.

The so-called religious feature of the "Gary plan" is not likely to be applied in New York City hereafter nor in any other city.

Philadelphia and Boston have heard of the Junior high school and would like to have it.

School savings banks are among the noblest modern features of the schools.

July 3-8: National Education Association, New York City.

THE WEEK IN REVIEW

ON THE BRINK.

President Wilson's address to Congress and his note to Germany bring the United States to the very brink of war with Germany. Yet war is not a necessary sequence, for there may be a severance of diplomatic relations without actual hostilities. The President's language, however, leaves no room for further quibbling, or petty delays. He has told the German government that unless it "should now immediately declare and effect an abandonment of its present methods of submarine warfare against passenger and freight-carrying vessels, the government of the United States can have no choice but to sever diplomatic relations with the German empire altogether." This is not an "ultimatum," for no time limit is fixed, but the word "immediately" has much the same effect. It leaves to Germany the choice between modifying its submarine policy and severing friendly relations between herself and the United States.

TO STAND TOGETHER.

Colonel Roosevelt on one hand and Mr. Bryan on the other are quick to criticise and censure the President; and some Congressmen, who are more impressed with the inconveniences suffered by western meat-packers than by tragedies like the sinking of the *Lusitania*, do the same; but in general there is a disposition to sustain the President without regard to party lines or political considerations. Should the situation become more tense through an adverse and irritating reply from Germany, this disposition toward unification and the sinking of minor issues will undoubtedly be strengthened. The United States, although a melting-pot of the nations, is itself a nation, capable of high resolves and great sacrifices, when great emergencies arise. It will fare ill with small politicians who try to play with a grave crisis.

THE SENATE AND THE ARMY BILL.

It was only a coincidence that the Senate was engaged in the consideration of the Army bill when it received notice of the convening of the two houses in joint session; but it is not without significance that it changed the pending Army bill very materially in the direction of more adequate preparedness. It provided for the increase of the regular army to 250,000 instead of 140,000, as in the House bill; it incorporated the plan for a volunteer army reserve calculated to aggregate 261,000 men; it federalized the National Guard forces of the states with an estimated strength of 280,000 men; and adopted an amendment to create a school and college youths' reserve corps which in time of war or threatened war might add a force of 200,000 trained young men.

THE NEW YORK BOMB PLOTS.

The investigations of the Federal authorities have led to the arrest in New York of ten or twelve Germans or German-Americans, who are believed to have formed and carried out the plots for blowing up allied ships sailing from American

ports by concealing bombs in the cargo. These criminal enterprises were carried out systematically, and with reckless disregard of human life. It is plain that they were amply financed, and the evidence points to Captain von Papen as the agent of the German government in paying for them. Among the men arrested are two high officials of the Hamburg-American line, and an electrician and four members of the crew of the liner *Friedrich der Grosse*. A still more important arrest is that of Wolfe von Igel, former secretary of Captain von Papen, on the charge of complicity in the plot to blow up the Welland Canal. Von Igel forcibly resisted arrest, and was overpowered with difficulty.

A GREAT RUSSIAN VICTORY

The attention of the world has been so far centred for weeks past upon the costly and futile German attack upon the defences of Verdun that events in the eastern theatre of the war have received little notice. But the Russian armies have been pushing on, driving the Turks before them, and fighting battle after battle in the mountain passes of Asia Minor. The fall of Erzerum was followed, three weeks later, by the capture of Bitlis, and now this, in turn, has been followed by a still greater victory, the taking of the important fortified Turkish city of Trebizond, on the Black Sea. The city fell before the combined attack of the Russian Caucasian army and the Black Sea fleet. Trebizond commands the chief trade route from Persia and central Asia; and its occupation by the Russian forces marks an important stage in the war.

THE MEXICAN SITUATION.

The Mexican situation is full of explosive possibilities. The attack upon American cavalrymen at Carral, later reports make clear, was not the work of hot-headed Mexican civilians alone, but of Carranza soldiers, who out-numbered the little American detachment two or three to one. The fact that the attack was preceded by official courtesies shown to the Americans indicates that there was a deliberate purpose to trap them. The circumstantial reports of Villa's death are generally discredited and seem to have been put in circulation with a view to expediting the withdrawal of the punitive expedition. If Carranza's quasi demand for withdrawal is made in good faith, it may be possible to comply with it on some definite understanding that Carranza will round up the bandit and his gang for punishment; but it is a long and thin line which has been left open for withdrawal, and the Carral incident may be repeated on a larger scale any day.

THE CANAL RE-OPENED.

The Panama Canal, which had been closed for eight months by reason of slides in the Gaillard cut, was re-opened on April 15; and, unless some further catastrophe occurs, vessels drawing not more than thirty feet of water will henceforth be able to use it. The interruption of travel through

A CONFERENCE BOARD FOR INDUSTRIAL EDUCATION

BY H. E. MILES

Madison, Wisconsin

Through several state agencies Wisconsin is furthering the education of her working people. Her State Board of Industrial Education is wholly devoted to that work. Her great state university was the first university to place its services at the call of anyone anywhere in the state, and through its extension division to develop correspondence courses on all subjects from preaching and engineering to bricklaying and the machinist trade. This division sends out teachers who give personal instruction wherever the number of pupils warrants. It has several offices, each with a corps of instructors in important centres in the state.

The industrial commission, like all commissions, is legislative, judicial, and executive in its functions. It has large power as respects the enforcement of truancy and child-labor and full power in determining what is to be taught apprentices in each trade. This commission with the coöperation of employers and employees in each trade, determines the process machines that must be taught, how much time and instruction must be given the average apprentice in each department and approves of the other terms covered in the written agreement of apprenticeship.

It will be seen that the work of these three state activities dovetails and interlocks at various points. The education of working children and of older workers is substantially the whole of the duty of the board of industrial education. It is only a part and sometimes a very minor part of the work of the other bodies. It is, however, most desirable that each body, as respects such education, co-ordinate with the other bodies. This has been done heretofore most cordially, but now upon invitation of the state board of industrial education, a conference board has been established with one representative from each body and a fourth representative from Stout Institute, where teachers of vocational subjects are trained.

This conference board will meet regularly and each member will there make and receive the suggestions of all others for the furtherance of the work in the interest of the training of all those who work.

Furthered by this conference board, the great university, the directors of the vocational schools and the industrial commission as the executive arm of the law will co-ordinate so carefully and thoroughly as to make a new and delightful path for all industrial workers from the simple tasks of the fourteenth year to any task, however difficult, that a worker can attain in connection with his work by the help of the university.

The State Board of Industrial Education was once thought to be too much separated from other interests and likely to advance without consideration of those other interests. This new, extra-legal affiliation indicates an ability and determination to reach out and co-ordinate and make itself the very opposite of a "separate" body.

Possibly there is in this an indication of that organizing spirit for which American working and business men have been esteemed in the places of industry.

BASEBALL

BY HENRY S. CURTIS

To an American who would speak of team games, the natural beginning is baseball, for baseball is not only our national game, but far better than the lean Yankee with the striped trousers and the many starred coat, it represents our national spirit. It gives the clearest picture of those qualities which distinguish us from others and which have made us what we are. In how much this game was originally the cause or in how much it is the result of these national characteristics, I can not say; but it is probably the easiest way to engraft these characteristics upon the rising generation.

Cities are unfortunate with regard to all games; they are peculiarly unfortunate with regard to baseball; for baseball is a game that requires a larger area per player than almost any other game; the ball also is so hard that it cannot be used with safety in the neighborhood of buildings.

Baseball, perhaps more than any other game, trains in quickness of thought, in ready response to condition, in ability to grasp a situation and take immediate advantage of it. When the batter steps up to the plate, every incentive that can awaken the intellect is acting upon him. He feels that he represents his team, perhaps his school. Let him but make a good hit, and he will win the applause and admiration of his friends and become the hero of his school. Then there is the other possibility; he may strike out, or knock an easy fly into the hands of the pitcher, thus losing the game and bringing upon him the reproaches of his comrades. "All work and no play makes Jack a dull boy." Five minutes of such a situation would do more to awaken the dormant intellect of a stupid boy than a day of school. There are three men on bases. A good hit will bring in three scores. One cannot bear this weight of responsibility, he grows nervous under it, strikes in an aimless way, and is out. He has not been trained by the game to keep cool and always do his best. How different is it with the boy who follows him. He realizes all that his predecessor felt, but it is subconscious and does not excite him. Every muscle is tense, and he feels a sense of command. He sizes up the pitcher and the field. He concludes the weak place is for a grounder between second and third bases. He strikes the ball there. Each base-runner sprints with might and main. The man in the field has the ball. There are five possibilities for him. He may throw the ball to first, second or third. But there is a chance to put out two men; he may touch the man running from second to third and then throw the ball home, or he may throw it to third base and let the third baseman throw it home. He must take into consideration his own position and the position of all the players and

make his decision in a fraction of a second.

So on through the game there are nearly always four or five possibilities of action for the player, and he must make his decision in the tenth of a second if he is to be a really first-rate player. Everywhere it requires courage, skill and self-control.

Every year when I was living on the East Side in New York, I used to take parties of boys to the parks to play baseball. It was nearly always with the same result. The boys were too selfish to play. Each one wanted to be the first to bat, and each wanted to distinguish himself rather than work for his side. They were insubordinate to the captain and threatened to leave the game if they could not play where they wished. They cried and made a great ado over a little hurt. They did not dare leave their bases if they once reached them. They usually disputed every doubtful decision of the umpire. These qualities will not be found in any set of boys who have been trained on any good baseball team.

AN ATHLETIC OVERLOOKED

BY JOHN PRESTON TRUE, BOSTON

Some few years before we were extant, hearsay evidence declares that in Persia the three cardinal branches of education were: To ride, to shoot, to speak the truth. These radicals are still at least dormant. Most of us ride—our hobbies. We hold in correct respect truth-speaking (and think scornful of diplomacies that are reckless of veracity); but shooting, à Persian, is less obvious. We find it, as we find an oasis in a desert, exceedingly fertile and luxuriant right there and around it a big wide margin of desert sand.

I wish some of you college men, who are striving to universalize athletics in your domains, would now give a thought to a factor which you have quite forgotten. Football engages a couple of dozen students. Baseball about as many. Tennis hardly more; and the rest sit on the fence and yeli. It is good for the lungs—except around Thanksgiving time in New England. It is good for college spirit, but it doesn't build muscle to the great unemployed, which you know as well as I do. Golf I forgot to mention, but that also is limited in number, and takes a lot of space. Not every college has that space to spare.

Moreover, you of the college set the pace for the myriad high schools. The boy wants to be a (college) man, and imitates him as best he can. So he, too, rubs up the turf with cleat, and nose, and golf stick (sparingly), and works wondrous hard at the nets. Ultimately he hopes to be one of that chosen few at college. But what if he isn't? What do you do for him? You provide the fence to roost on. That is generous, I admit.

Now in the average normal boy of opportunity there is a germ of atavism. You never saw such a boy who wouldn't delight in a good bow and arrow and the chance to use it. From the day of the Egyptian down there has never been a time when somewhere, at least, an archer wasn't working; and there lies dormant here an oppor-

tunity for athletics that can utilize every man in a whole class.

You get the keen zest of competition with a comrade, with a team, with your own record, which you find in golf. With the team-work of the other sports, with an individual amount of exercise that you will find it hard to cover elsewhere outside of the boxing ring and swimming tank; for, to draw a good bow to the arrow head taxes muscles from the heel to the crown of the archer's head, and few are the muscle joys that are keener than to send your arrow across a hundred yards with every nerve tense as you watch its curve and catch the soft *thut* of sound that marks a hit. So much goes with it; eyesight, judgment, steadiness of nerve-control, the bristling shafts already there from the other men in line whom you hope to beat; the knowledge that if you are but a novice you can have through distance an absolutely fair handicap, and if you shoot from scratch an even deal with no professional tricks-of-the-trade to guard against! For archery is a gentleman's game. The rough is not wanted there.

Nor does it specially appeal to his instincts of sport. I have yet to hear a controversy on an archery field. But don't think it is "boy's play." It occurred to me to estimate the amount of energy I had expended in one afternoon. I found it equivalent to lifting 755 pounds to a height of two feet and walking about two miles.

Did you ever walk toward an archery meet under a westering sun? You would have had a passage in "Ivanhoe" well explained to you. The air ahead would have seemed filled with electric sparks flashing like fireflies and vanishing, and you would recall how Rebecca could not see what was going on below because the flight of arrows dazzled her eyes. Had you gone further, you would have seen a graybeard of sixty holding his own with a youth of twenty; yonder a girl of sixteen shooting by the side perhaps of the champion or ex-champion lady archer of the country and having a royal time. You would have found, most likely, a teacher or two among them. (One of our best archers is a college professor in the Middle West.) And as to others: Let me detail briefly a happening on the Newton, Mass., grounds this fall.

One archer—I wish I had thought to ask leave to use his name—was not up to his own standard, and got a bit aroused. He picked up a twig and thrust it in an arrowhole that chanced to be in the very centre of the goal. On that he hung a rubber washer—a half-inch ring, from a garden hose. "Now watch me," he said, and we all guyed him gently. His third arrow drove in under that ring from 100 yards away, so close that it lifted it off the twig and held it suspended in the air!

That is one extreme; the other, an archer who shall likewise be nameless, has been shooting for the first time at the 100 yards, and averages three small hits at the 100 each Saturday afternoon. Yet he has more than the hope of Sysyphus about his score, for when he began he couldn't even get there.

Try it, friends! Give up a hundred-yard stretch to it somewhere convenient in your college grounds, and set the arrows flying. It won't cost much; not more than the average football costume, I suspect; and that is not worn in cultivated circles in after years. As the Spanish hath it, 'tis *gaslados* (which is to say, expended). But your bow!—if it isn't hanging in your wife's boudoir for ornament, you are probably using it still. Mine I first handled over thirty years ago.

What are you doing with your baseball bat?

THE NEW YORK PENSIONS

To the Editor of The Sun:—

Sir,—The teachers' pension bill now before the legislature must not become a law, and the teachers should lose no time in convincing the legislators that they are unalterably opposed to it. It is an act of folly, even on the part of the few in favor of the bill, to urge its passage, since the constitutionality of the law would be tested at once, and no court would uphold its absurdly unjust provisions.

It is useless for the self-constituted pension committee which prepared this amazing measure to try to remove opposition to it by an appeal to the sympathy of the teachers for their retired comrades. The teachers know perfectly well that it is possible to provide properly for those on the retired list without the enactment of this bill. The attempt is worthy of none other than a bully.

The legislature would reflect credit upon itself if, instead of considering this impossible bill, it would immediately pass a law making the minimum initial salary of teachers in this city not less than \$1,200. The starvation wages paid young teachers is a disgrace to the city, and should be resented not only by every self-respecting member of the profession but by every man and woman as well. But the climax of absurdity and injustice is surely reached when these young teachers are asked to pay their pitiful pittance of 5 per cent. for pensions, and this injustice in the contemplated scheme is to be perpetuated from the beginning to the end, to the very brink of the grave. Pensions of \$3,000, \$4,000 or \$5,000 are to be paid, when salaries of the greater part of the teaching corps never at any time amount to the smallest of these sums.

Why should the city be willing to help pay these enormous pensions when it does not properly pay teachers at work?—How shall we account for this touching solicitude regarding the retired teacher, when compared with the callousness concerning the active worker?

I for one decline to believe that the government of New York, using "government" in its proper sense, the whole body of the people, or at least the voters, is willing to finance or to sanction any such preposterous scheme.

OUR TWENTY-NINE LARGEST CITIES

BY WALTER J. BALLARD

Basing the increase of population from 1900 to 1915 upon the rate of increase of from 1900 to 1910 (census reports) the following cities should have the populations here given for 1915, and comprise our twenty-nine largest cities:—

Greater New York.....	5,468,190
Chicago	2,447,045
Philadelphia	1,083,664
St. Louis	745,988
Boston	745,139
Cleveland	656,975

Baltimore	584,605
Los Angeles	475,367
San Francisco.....	448,502
Milwaukee	428,062
Cincinnati	406,706
New Orleans	366,484
Minneapolis	353,460
Seattle	330,834
Kansas City	289,879
Indianapolis	265,578
Denver	253,161
St. Paul	241,999
Louisville	237,012
Columbus	209,722
Oakland	190,803
Atlanta	184,873
Richmond	154,674
Memphis	146,113
Spokane	142,990
Dayton	125,509
Nashville	115,978
Salt Lake City	113,567
Tacoma	108,094

And they are each still growing.

O, LITTLE TOWN ON AVON.*

BY GRACE MARGARET WILSON

O, little town on far-off Avon's shore,

Our thoughts are reaching out to you today,
Remembering the mighty son you bore,

Whose service to mankind shall live for aye.

Old Stratford, this you did not know,
Three centuries and a half ago.

There was a time when human life was dumb;

Men's tangled passions had no utterance,
And to the Soul of Things no voice had come.

The world, unconscious of its own romance,
In terror from all fancy fled,
Its visions uninterpreted.

In flowery meadow or by silvery stream,

Walked chivalry and beauty hand in hand,
Unnoted as dim figures in a dream,

Strange, fleeting thoughts few tried to understand
Like shadows left no trace behind,
Upon the unawakened human mind.

And then at last there trod the primrose ways

Of merry England one who heard sweet sounds
Celestial, and who followed far—his gaze

Searching the Infinite. Beyond all bounds
His spirit, ranging time and space,
Explored the secrets of his race.

Threading his way amid the stars, he caught

Strains, now and then, from spherical symphonies,
Which into mortal speech he deftly wrought,

Blending their notes with earthly melodies;
His magic called the gods below—
And poetry was fathered so.

All human life his instrument became,

Whereon he played now sad, now merry tunes;
New wings he gave to fancy—fed love's flame—

Trailed Nature through wild nights and sunny noons,
Invoked the spirits of the air,
Discovering beauty everywhere.

With just the simple things he made men glad—

The bank of wild thyme and the violet;
Old age grown childlike and God's fools he clad
With gentle dignity, nor did forget

*Read at the planting of the tree in honor of William Shakespeare's 350th birthday at Scott High School, Toledo, April 23, 1914.

To mingle laughter with the tears
Of all these trouble-fretted years.
Since Nature's own memorial will be
Most meet for him who loved her passing well,

We plant today this fair young greenwood tree,
To men unborn our Shakespeare's fame to tell;
And like that fame, may it still grow
As years shall come and years shall go.

BOOK TABLE

EARLY EUROPEAN CIVILIZATION. By R. L. Ashley (head of history department, Pasadena High School). New York: The Macmillan Company. Cloth. Illustrated. 730 pp.

This splendid new text is in line with the latest ideas on the teaching of history in secondary schools. In place of the former one-year course in ancient history, which left a gap in the pupil's knowledge of history extending from the decline of Rome to the discovery of America, or in exceptional cases the beginnings of Modern England, "Early European Civilization" presents a single comprehensive course of uniform excellence, covering the development of Europe from the earliest times to the end of the Thirty Years' War. Yet the book is more than a "history text"; it is what the title indicates—a history of human progress—and it is the point of view of civilizational development that the author emphasizes.

Part 1, "The Dawn of Civilization," discusses Prehistoric Man, The Dawn of History, Civilization of the Near East, and The Aegean Area. Part 2, "The Expansion of the Nations," treats the rise of Greece and Rome and their history to 146 B. C. Part 3, "The Roman World State," considers the Roman Imperial Power at its Height (146 B. C. to 476 A. D.). Part 4, "The Transition from Ancient Times," covers the period of the German Invasions, the rise of Mohammedanism, and the birth of the German states. Part 5, "The Feudal Age," (900-1450) is an excellent treatment of the medieval period and its dominant characteristics—feudalism, the Church, rise of towns, and trade. Part 6, "The Transition to Modern Times," discusses the Renaissance, the Reformation, and the Religious Wars, closing with the Peace of Westphalia (1648). Supplementary chapters on the constitutional development of England under the Stuarts and on Absolutism on the Continent of Europe, are provided. The appendix contains a chronological table of sovereigns and a useful "history correlation outline" of elements and definitions, social, economic and political. An index completes the book.

The illustrations, nearly 200 in number, are reproductions from photographs and are educationally an important feature of the book. Maps to the number of thirty-three are included, of which twenty are in colors. Each chapter is followed by a list of general bibliographical references, detailed topical studies, and a series of questions on the material treated.

Mr. Ashley's new book should attain a success equal to that of his works on "American History," "American Government," "Ancient Civilization," and "Medieval Civilization."

SHOP PROBLEMS SERIES NO. 2. On Tracing Paper. Ready for Blue Printing. By Albert F. Siepert. Peoria, Illinois: Manual Arts Press. Price, 25 cents, postpaid.

The first series was a great success, and this is like unto it except that it has an entirely different set of drawings. It is a portfolio of drawings of projects printed on tracing paper and adapted to be blue printed for students' use. Among the distinctly new projects shown are three pieces of playground apparatus which can be made by high school boys for school playground use. The list includes the following: Milk bottle holder, waste basket, plant stand, open book shelves, magazine rack, music cabinet, hall settee, office desk, manual training bench, drawing table, drawing table frame details, wren house, concrete form, playground swings, teeter-totter, playground slide.

A PRIMER AND FIRST READER. By Ella Flagg Young and Walter Taylor Field. Boston: Ginn and Company. Cloth. Illustrated. Price, 36 cents.

Mrs. Young and Mr. Field have succeeded heretofore in the series in presenting highly attractive literature for pupils and students and now they have achieved an equally difficult task by bringing to the littlest school people a fresh assortment of classics for little ones in new settings, but especially with ingenious,

suggestive and fascinating illustrations in color. It will not matter if the children have heard of Jack and Jill, Little Bo-Peep, Little Jack Horner and their companions, for they have on their party dress here and are most welcome even if they are former play-mates.

LA RÉFORME EN CHINE. By L. N. Tchou. Cambridge: University Press (G. P. Putnam's Sons, New York). Paper. 238 pp. Price, \$2.00.

This is a doctoral dissertation on the recent history of China, presented by a Chinese student in the University of Louvain. The full title is "Le régime des capitulations et la réforme constitutionnelle en Chine." Starting with a description of the capitulations entered into by China with the various powers, their origin and history, the author proceeds to a discussion of their state and operation prior to the revolution which established the republican form of government in China. He then considers in detail the subject of constitutional reform, with especial reference to the provisional constitution of May 1, 1914. The various constitutions proposed from 1911 on, as well as the one finally adopted, are given in the appendix. The illustrations consist of photographs of King Albert of Belgium and of Yuan-Shi-Kai.

The author foresees a new China, integrally autonomous, in which liberty and progress shall be paramount. No American can fail to sympathize with such an ideal.

THE GERMANIA OF TACITUS. Edited with introduction and notes by D. R. Stuart (Princeton University). New York: The Macmillan Company. Cloth. 162 pp. Price, 60 cents.

This is a companion text to Professor Stuart's edition of the "Agricola" of Tacitus, previously published, and follows the same general plan. To meet the needs of the learner, the notes have been made very full, covering 112 pages as compared with the twenty-four of the text, and containing a great deal of information on geographical, biographical, historical, grammatical and syntactical points suggested by the text. There is also an interesting introduction on the Germania itself.

This work of the great Roman historian is of first importance both in the study of Germanic culture and as an example of the best Latin prose.

BOOKS RECEIVED

"Principles of Plant Culture." By the late E. S. Goff. Revised by J. G. Moore and L. R. Jones.—"The Germania of Tacitus." Edited by D. R. Stuart. Price, 60c.—"Early European Civilization." By R. L. Ashley.—"Master Will of Stratford." By L. A. Garnett. Price, 50c. New York: The Macmillan Company.

"The Annals of Tacitus." Book IV. Edited by G. M. Edwards. Price, 75c.—"An Introduction to Greek Reading." By G. Robertson. Price, 65c.—"Le Régime des Capitulations et La Réforme Constitutionnelle en Chine." By L. N. Tchou. Price, \$2.00.—"North America during the Eighteenth Century." By T. Crockett and B. C. Wallis. Price, 75c. Cambridge: University Press. New York: G. P. Putnam's Sons.

"The Beasts of Tarzan." By E. R. Burroughs. Price, \$1.30.—"The American City." By H. C. Wright. Price, 50c.—"My Lady of the Island." By B. Grinnshaw. Price, \$1.25. Chicago: A. C. McClurg & Co. "Oral English." By J. M. Brewer. Price, \$1.00. "English Prose and Poetry." Selected by J. M. Manly. Price, \$2.00. Boston: Ginn & Co. "Shinkah, the Osage Indian." By S. M. Barrett. Oklahoma City: Harlow Publishing Company.

"Merimee's Colombo." With notes by J. A. Fontaine. Price, 45c. Boston: D. C. Heath & Co.

"Six-Place Logarithms." Edited by H. W. Marsh. Price, \$1.25. New York: John Wiley & Sons.

"Living the Radiant Life." By G. W. James. Price, \$1.00. New York: The Baker & Taylor Co.

"The Child's Book of English Biography." By M. S. Stimpson. Price, \$1.00. Boston: Little, Brown & Co.

"Outlines of the History of Education." By G. W. A. Luckey. Lincoln, Neb.: University of Nebraska Press.

"In Nature's Haunts with Youthful Minds." By W. S. Bixler. Anderson, Indiana: Gospel Trumpet Company.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MAY.

- 1-3: Georgia County School Officials' Association, Moultrie, Ga.
5: Wisconsin Arbor Day.

- 6-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.

- 5-6: Superintendents' and Principals' Association of Northern Illinois, De Kalb.

- 10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

- 18-19: Women's Agricultural and Horticultural Association Conference, Boston, Mass. Mrs. George U. Crocker, Boston, chairman.

JUNE.

- 26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

- 3-10: National Education Association, New York City.

OCTOBER.

- 10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

- 12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

- 13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

- 20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

- 2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

- 9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

- 16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

NEW ENGLAND STATES.

CONNECTICUT.

BRIDGEPORT. The annual convention of the Fairfield County Teachers' Association will be held in the auditorium of the Bridgeport High School Friday, May 5.

BRISTOL. The drawing exhibit of the Bristol Schools at the Panama-Pacific Exposition was given a bronze medal for merit.

FARMINGTON. Serving a noon lunch to the school children who are unable to go to their homes is being tried out at the Centre School under the supervision of the village committee. The lunch consists of hot cocoa, crullers or sandwiches, and

the expense to each child is four cents.

ANSONIA. The manual training school provided in the will of the late Charles H. Pine of this city was intended to include many things now taught in the high school. Provision is made in the Pine will for vocational classes as well as trade classes, and instruction can be given, it is thought, in many branches not covered in what is known strictly as manual training. Courses now given in the high school can be included, it is thought, and instruction given in typewriting, stenography and other things, as well as domestic science and the use of tools.

NEW HAVEN. A number of changes in the Boardman apprentice shops have been made by the boys of the school, under the supervision of the acting director, Robert O. Beebe. They include enlargement of the room occupied by the printing department by taking down the walls which now separate it from the old office. A course of book binding will be added as soon as these changes can be made. Another plan provides for cutting up the large session room on the first floor so as to provide for two offices, a commercial room, a shipping room, a waiting room and a stock and tool room for the machine department.

VERNON. Superintendent of Schools James N. Muir recommended the adding to the curriculum of a household arts course, and art work for high school girls, being a practical course for future homemakers. In the course in household arts, the first year subjects would be elementary chemistry, physics, heat, food and its preparation; second year, chemistry of cooking and cleaning, food and dietaries, marketing and food preparation; third year, general subject, the house; fourth year, general subject, bacteriology and household biology, economics, chemistry of foods and of cleaning. The course for future homemakers includes the following: Costume designing, home decoration, extension of art principles to the beautifying of the city.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

JERSEY CITY. George G. McLean, who died at his home in Portland, Conn., in February, at the age of seventy-eight years, was identified with the Dixon Company for thirty-six years, and his enthusiasm for the quality of Dixon's American Graphite Pencils was an important factor in their introduction to the educational interests of the country. He was born in New Britain, Conn., and in 1858 graduated from the State Normal School in that city, immediately taking a position as teacher in Portland, Conn. Then to Bridgeport and later to New York City, where he taught for a few years; finally establishing a book and stationery store in Middletown, Conn. He be-

came identified with the Dixon Company, for the purpose of introducing Dixon's pencils into the schools, in 1880.

The organization of the Educational Department under George H. Reed relieved Mr. McLean of the intricate systems now so necessary in modern business, but he retained an active supervision of the general plan and scope of the educational work.

PENNSYLVANIA.

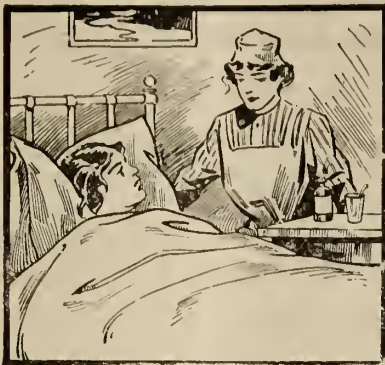
HUNTINGDON. Ceremonies connected with the fortieth anniversary of the founding of Juniata College were held the week of April 17. Dr. H. H. Apple, president of Franklin and Marshall College, delivered a stirring address to the students and patrons of the college. The splendid new science hall, lately completed, was formally dedicated, the principal address being delivered by Dr. Edgar F. Smith, Provost of the University of Pennsylvania. A feature of the ceremonies was the annual meeting and banquet of the College Presidents' Association of Pennsylvania.

Juniata College was founded in 1876 by Professor Jacob M. Zuck and later had for its president Governor Martin G. Brumbaugh, who graduated about thirty years ago. The present president is I. Harvey Brumbaugh, cousin of the governor.

WELLSBORO. The best high school debating teams of four counties in this district will meet in Williamsport on April 28, on the question, "Resolved, that international peace would be best promoted by extensive warlike preparations on the part of all the great powers." Teams of three debaters each, representing Tioga, Lycoming, Clinton and Cameron Counties, will participate. The Williamsport Board of Trade pays the railroad fare and entertainment of each team and coach. When the several districts have been decided, the sweepstakes will be run at State College, when the league championship will be announced.

CHAMBERSBURG. The Chambersburg School District has closed its night school for the term, and the report of the principal shows that the school was conducted at a cost of sixty-eight cents per pupil. This is the first attempt of the school district to stand sponsor for a night school, although the Chamber of Commerce conducted one last winter. The demand for the school was strong again this winter and the Chamber of Commerce agreed to furnish \$250 toward it. The school district then undertook the plan, and by teaching domestic science an appropriation was received from the state.

The success of the night school and the excellent work done in teaching household arts to the young matrons of the town has closed opposition which was vigorously against a plan which they said would run the borough greatly in debt. The pullbacks



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One teacher writes: "This has been a strenuous winter on me financially as I had moved, my salary was lower than usual, I am the sole support of three children and all the year the balance has been on the wrong side of the ledger, and this payment, which was so cheerfully and so promptly made, has meant much more to me under present circumstances than a much larger sum might at another time."

Thousands of teachers have learned by bitter experience that the only way to save their savings is to have them protected by the T. C. U. Many times an accident or a sickness piles up a debt that will mortgage one's efforts for a year or more."

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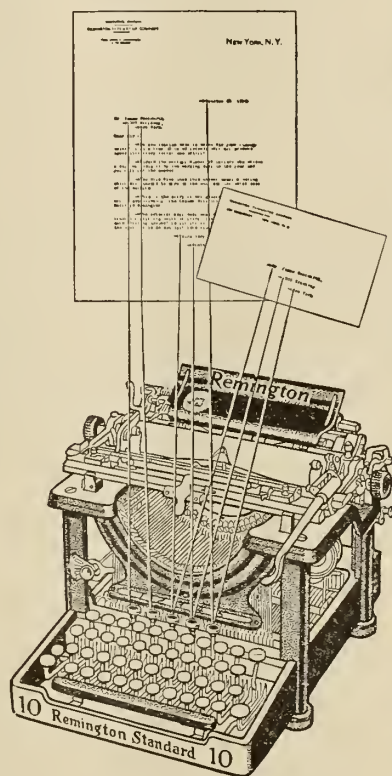
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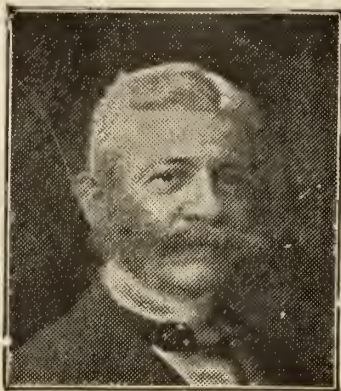
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tried their best to prevent the introduction of domestic science and manual training into the Chambersburg schools, but the progressive patrons, organized into parent-teacher associations, won the fight, and the result is that the schools of this borough are on the highest plane they have ever occupied.

WEST VIRGINIA.

CHARLESTON. L. J. Hamfan, state superintendent of rural schools, has been attracting much attention by the skill and energy with which the work is being carried forward and the achievements resulting.

SOUTHERN STATES.

GEORGIA.

AUGUSTA. Writing on the school situation in this state, Dr. M. L. Brittain, state superintendent of education, says:—

Our public school system is new. Although one of the original thirteen, Georgia was among the last to adopt the public school idea. In ante-bellum days there were many excellent academies but beyond what was known as a sort of state contribution to the "poor schools" we had nothing like a state school system. Life in those days was pronouncedly individualistic. Our state leaders believed heartily in educating their own children but were not so sure about the justice of being forced to educate their neighbors. The university, Mercer and Emory stood out as excellent colleges for boys, while Wesleyan, like Adam Ben Adhem, "led all the rest" of the higher institutions for young ladies, being the first college to give diplomas to young women.

The war, of course, swept all of our property away, but within five or six years from its conclusion the leaders in the Georgia Teachers' Association were trying to arouse public sentiment sufficient to establish a state public school system. In an humble way it was set forth in 1870, but by 1877, when the last constitutional convention occurred, it had already made much progress in the affections of the people. Many of the political leaders of that convention were antagonistic to public

school education and in spite of such men as N. J. Hammond, Little, Tuggle, Guerard and others, were able to restrict public school education to the "elementary branches of an English education." Taxation for school purposes was also made as difficult as possible. Nearly all the other states in the union require every county to levy at least some local school tax to supplement the state fund. These gentlemen, however, made the provision that this local aid should not be legally furnished unless two-thirds of the voters agreed to this.

The poverty of reconstruction days together with the individualism already mentioned thus made the difficulties greater than usual in Georgia. Marked progress, however, has been made in every field of education in spite of these drawbacks. There has been somewhat more liberal treatment in some of our recent laws, especially in what is known as the 1911 General Education Act. Colleges, secondary and elementary schools, while advancing too slowly to suit many of our impatient desires, yet show distinct improvement, especially when seen through five or ten year periods. Naturally the United States census showed the darkest hour at the census of 1870, when the illiteracy was twenty-seven per cent. for whites and ninety-five per cent. for negroes. Today it is 7.8 per cent. whites, and 36.5 negro, and we have more educated men and women than ever before in the state.

We have 800,000 children of school age in Georgia, and the enrollment and average attendance have increased each year. This is true also with regards to buildings and teachers employed. The discouraging feature however, which needs attention is the fact that more than 100,000 children each year are not enrolled in school. These, of course, we shall never educate until a compulsory school law is passed. We ought to have this and free school books for at least the primary grades, and more liberal laws looking to local taxation and support. These are the three greatest needs so far as the public schools of the state are concerned. While we get more from the state treasury, only three other states in the union give

as little from local sources. Forty of our counties, however, tax themselves in order that all—not some of their schools may be improved. One by one others are adding themselves to the roll of these educational leaders who demonstrate thus practically their belief in the necessity for more and better training for the children. Eight or ten years ago only four had county-wide taxation, and it is the sincere wish of every patriot that each county will do more than merely lean upon the state treasury as a crutch and add to this and give the children as good a chance as that afforded by any commonwealth.

There are at present over 8,000 schools in the state with 14,000 teachers. The average term maintained is seven months. The state now gives \$2,700,000 annually from the treasury, and the various cities, towns, and about one-third of the counties supplement this a little more than two millions of dollars.

CENTRAL STATES.

NEBRASKA.

NORTH PLATTE. Superintendent Wilson Tout's business-like records and plans for perfecting school work in all its phases continue to attract wide attention. His latest achievement is along the line of improving attendance and punctuality.

Government Positions for Teachers

All teachers should try the United States Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. K 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

OHIO.

DAYTON. At the meeting of the Western Ohio School Superintendents' Round Table C. W. Cookson, Troy, was elected president; W. S. Guiles, Oxford, chairman of the executive committee; G. J. Graham, Xenia, member of the executive committee, and W. F. Campbell, secretary.

A resolution was adopted by the superintendents providing for the doubling of appropriations from the state funds for the maintenance of public schools. A committee appointed to use its influence with state legislators is composed of Frank W. Miller, former state superintendent of instruction, now the head of the Dayton schools; J. M. Collins, Springfield, and H. R. McVey, Sidney.

The question of the addition of two years to the public school course was discussed.

SOUTHWESTERN STATES.

CALIFORNIA.

The total population of California is about the same as that of Chicago. The land area is 100,000,000 acres. Of this about 12,000,000 acres are improved land in farms.

LONG BEACH. Principal David Burcham and the teachers of the Long Beach High School made a several-weeks' investigation of the effects of tobacco-using on the students of the school, finally announcing these results:—

"The total number of boys in school this term who have been reported to date as smokers is 98. There are doubtless others who smoke more or less, but the exact number does not affect the validity of the following statistics or conclusions.

"The average scholarship of these 98 boys based upon the grades received in all their subjects for the first quarter of the present term was 74.3 per cent., which, as will be observed, is below the required grade for passing in this school, that being 75 per cent.

"The average scholarship for the same period of an equal number of boys in school chosen at random for purposes of comparison, who are known not to be habitual smokers, was 84.2 per cent., or nearly 10 per cent. better than that received by the smokers.

"The number of subjects completely failed and dropped during the quarter by the 98 smokers was 31. The number failed and dropped by the boys in the non-smokers list for the same time was 5. The number of boys among the smokers who made college recommendation standing in all their subjects for the first quarter was 10. The number among the non-smokers group who made college recommendation standing was 46.

"The teachers in the school were asked to send in a list of the ten highest grades received in their classes for the first quarter of the present school year.

"In response to this request 477 names were reported, including duplicates. Of the 477 highest grades reported only 23 were received by boys in the smoking group.

"Inasmuch as there are approximately 700 boys enrolled in school this year, if the 100 smokers had received their proportional share of the

highest grades they should have received approximately 1-7 of 477 or 68 instead of 23 of the highest grades. In other words they received only 1-3 as many of the highest grades as they should have received had they been even average students.

"Among the boys who left school during the first quarter of this year, 12 were reported as having left for no good reason other than failure or indifference. Of these 12, 8 were smokers.

"Last year among 23 boys who left school on account of failure and indifference, 12 were smokers.

"During the past five years we have graduated from Long Branch high school 276 boys in all. Of these 1-4 or 69 are reported to have been smokers. Of the 69 smokers not more than 12 had college entrance credits sufficient to meet the requirements of the state university.

"In the year 1911 we graduated 42 boys, 14 of whom are reported to have been smokers; only 1 of the 14 smokers had college recommendations sufficient to enter the U. C. in full standing.

"Last year we graduated 87 boys, 15 of whom were reported to have been smokers, who, while receiving passing grades sufficient to graduate, only one of the 15 smokers received sufficient recommended credits to enter the U. C. in full standing.

"These figures standing alone may not prove conclusively that smoking is the cause of poor scholarship, but they certainly show beyond question that smoking is almost invariably associated with poor scholarship. Taking this fact in connection with what scientific investigation has proven over and over again of the harmful effects of tobacco upon the physical and nervous system, which effects are especially pronounced during the adolescent period, may we not be justified in concluding that the tobacco habit is not only associated with low scholarship and failure in school, but that it actually contributes in a large measure to these conditions?"

COLORADO.

DENVER. At its recent meeting the Denver Teachers' Club adopted the following resolutions:—

In view of the vital interests of the general public in the usefulness of the schools of Denver and impelled by our own professional and personal interests as teachers, we, the members of the Denver Teachers' Club, hereby deplore the stagnation and uncertain policy produced by the apparent disagreements within the membership of the board of education and regret the consequent lack of stability and progression so essential to the inspiration and highest usefulness of the teaching body. We, therefore, most earnestly urge the citizens of Denver to give to the schools speedily a definite, constructive policy and control which shall have no taint of political or religious partisanship and which shall consider solely the good of the boys and girls for whom alone our educational system exists.

John B. Garvin is president of the club and F. M. Montgomery, principal of the Bromwell School, is secretary. Many of the teachers declared that they voted for the resolutions in the belief that they

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conveyed a positive call to the people to exercise the recall if necessary to eliminate politics and religious partisanship from the school board.

DISTRICT OF COLUMBIA.

WASHINGTON. What shall school children be given in the lunch basket to eat at noon, at the home lunch table or in the lunch room operated by the school authorities? To help answer this question the Department of Agriculture, through the office of home economics, has just issued a bulletin prepared by Miss Caroline L. Hunt and Miss Mabel Ward, under the direction of Dr. C. F. Langworthy of the States' relations service. The bulletin gives a number of simple menus for the school lunch basket and bills of fare

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and receipts for preparing inexpensive and nourishing noonday meals or hot dishes for children, either at home, on a school stove, or in the domestic science kitchen.

In feeding a child or anyone else, the authors of the bulletin point out, it is not wise to think of any one meal apart from the other two. It is seldom convenient to provide at one meal all the materials needed by a growing body, and those which are omitted from one meal should be supplied by one of the other meals. The noon meal for children, however, where food must be prepared at home in the morning to be eaten elsewhere at noon, or where the children must hurry home, eat quickly, and then rush back to school, offers special difficulties and deserves the careful attention of parents.

"Before it is possible to plan a rational basket or other luncheon for children, it is necessary for the mother to understand the general essentials of diet for young people," the bulletin says. "These essentials in general are an abundance of simple foods, carefully prepared, and of sufficient variety to provide energy, repair wastes, provide elements for building bone and tissue, and stimulate growth. To do this most effectively the three meals each day must supply the child with sufficient food from each of the following classes:—

"First—Cereals, eaten principally as bread, supply nearly half of the protein (commonly thought of as tissue-building material) and nearly two-thirds of the fuel or energy in the American diet. The quality of the bread, therefore, is extremely important. Its crust should be crisp and deep (indicating thorough baking), but not hard or burned.

"Cereal mushes and ready-to-eat breakfast foods supply nearly the same nutriment as bread, a half cup-

ful of cooked cereal being about equivalent to a good-sized slice of bread. A tablespoonful of cream is about equivalent in fat to a liberal spreading of butter.

"Second—While bread and cereals come near to fulfilling one of the important requirements of diet—a correct proportion of nutrients providing fuel only and those useful for body building—other foods which provide protein in larger proportion as compared with fuel should not be neglected. These foods include milk, meat (except the very fattest), fish, poultry, eggs, cheese, dried beans, cow peas, peas, peanuts and almonds, walnuts and other nuts. Nuts, of course, also contain considerable fat. Milk is an absolute essential, not only because it contains a large number of nourishing substances in forms easily assimilated, but also because, in some way not now fully understood, milk seems to promote growth and help the body of a child make good use of other foods. Milk is rich in most kinds of mineral matter, particularly lime, useful in the development of bone and tissue.

"Milk should never be omitted wholly from the diet of a child. If not used at luncheon it should appear at other meals. For luncheon, however, it has been found that such dishes as milk toast, milk soups made with vegetables, fish or vegetable chowders and cocoa are valuable foods, easily prepared at home or in the school, because they require no oven and call only for simple utensils. White sauces made of vegetable juices, milk or broth differ from milk soup largely in that they contain more flour. When considering milk, the food value of skim milk, which contains a larger percentage of protein, though less fat than full milk, should not be overlooked.

"Eggs, the next of the protein foods commonly given to children, contain much iron and their yolks are rich in fat.

"Third—The fatty foods, such as butter, cream, salad oils, bacon and similar foods, are important sources of energy and nourishment for the growing body. Fats are best given in such simple forms rather than in rich pastries or sweets.

"Fourth—Because ordinary vegetables such as potatoes, greens, lettuce, green peas and beans, aspara-

gus and others, and the ordinary fruits do not contain much fat or protein, their value in the child's diet is frequently under-estimated. These things, however, should be considered a necessary part of the diet of a child for the very important reason that they furnish mineral and other materials required to form bone and tissue as well as to repair waste and supply some energy. Green vegetables are valuable particularly because they contain iron in form which the body can utilize. Fruits contain a considerable percentage of sugar, especially when they are dried, and sugar is a quickly absorbed fuel food. As things eaten raw transmit disease germs, care should be taken to wash vegetables and fruits thoroughly in several waters. Many fruits, especially those with skins, can be dipped safely into boiling water, while those with thick skins, such as oranges, bananas and apples, may be safely washed even with soap. Dried fruits when washed and put into an oven to dry absorb some of the water, and thus are softened and improved in taste.

"Fifth—Sugar, as has been said, is a quickly absorbed fuel food and simple sweets have their place in the diet of all children. If not served between meals or at times when they destroy the appetite for other needed foods, there is no objection to them. They may be served in the form of cake not rich enough to be classed as pastry, cookies, sweet chocolate, simple candy, honey, dried or preserved fruits, maple sugar and loaf sugar. In general, fruits, fresh, baked or stewed, or raw, and simple sweets are much better desserts for children than rich pastry which contains a large amount of fat.

"The following suggested menus for the school lunch basket give the child, as nearly as is practicable in such a meal, the proper proportions of the different classes of foods:—

"First—Sandwiches with sliced tender meat for filling; baked apples, cookies or a few lumps of sugar.

"Second—Slices of meat loaf or bean loaf; bread-and-butter sandwiches; stewed fruit; small frosted cake.

"Third—Crisp rolls, hollowed out and filled with chopped meat or fish, moistened and seasoned, or mixed with salad dressing; orange, apple, a mixture of sliced fruits, or berries; cake.

"Fourth—Lettuce or celery sandwiches; cup custard; jelly sandwiches.

"Fifth—Cottage cheese and chopped green-pepper sandwiches, or a pot of cream cheese with bread-and-butter sandwiches; peanut sandwiches; fruit; cake.

"Sixth—Hard-boiled eggs; crisp baking-powder biscuits; celery or radishes; brown sugar or maple-sugar sandwiches.

"Seventh—Bottle of milk; thin corn-bread and butter; dates; apple.

"Eighth—Raisin or nut bread with butter; cheese; orange; maple sugar.

"Ninth—Baked bean and lettuce sandwiches; apple sauce; sweet chocolate."

The Week in Review

Continued from page 465.

the canal has been a mortifying incident, and has occasioned serious inconvenience to commerce, not to

mention a loss of \$500,000 a month in canal tolls. If it had continued, it might have proved a still more serious matter by preventing the quick transfer of our naval vessels from the Atlantic to the Pacific. It is intended to deepen the canal to forty feet, so as to enable the largest ships in the world to pass through it; but most of our naval vessels, with the exception of the largest battleships, can pass through it at the present depth.

AN INTERNATIONAL PARLIAMENT.

The conference of representatives of the Allies, which has just been held at Paris, might almost be described as an international parliament, since the questions under consideration were not those of military or naval movements, primarily, but questions of policies to be adopted after the war is over. Russia, England, France, Italy, Belgium, Serbia, Japan and Portugal, besides the great overseas commonwealths of Great Britain were represented by high officials; and the deliberations included such questions as the establishment of an international patent office, the reduction of telegraph, telephone and postal rates between the various Allies, and the framing of a joint tariff system against the Central Powers. This conference does not exactly fulfil the poet's dream of "a parliament of man, a federation of the world," but it is an approach to it when as many as eight nations get together to decide upon joint lines of policy upon business and commercial questions.

THE MAY CENTURY

It is a generally accepted principle now that the business of education requires a constant co-operation of the physician and the dentist with the parent and the teacher. The connection of adenoids and tooth-decay with the development of the brain and character of the child is familiar to most people, but few have yet begun to reckon the immense influence the griefs, worries and fears of childhood exercise on later life. H. Addington Bruce, the well-known psychologist, will sum this subject up, it is stated, in an article to appear in the May Century entitled, "The Mind of the Child."

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THE WEEK IN REVIEW

THE MEXICAN CRISIS.

A great deal depends upon the conference between General Hugh L. Scott, chief of staff, and General Alvaro Obregon, Minister of War for the de facto government of Mexico. General Funston is accompanied by General Scott, as General Obregon, who conferred with him on the border last year, was desirous of discussing the present situation with him. The Carranza Government has been concentrating its forces in northern Mexico during the last few weeks to an extent which many regard as ominous; and it is estimated that not less than 40,000 Carranza troops are available for use against the American punitive expedition, if an amicable arrangement should not be made. Such a state of affairs calls for extreme tact, which, happily, General Scott is credited with possessing; but General Obregon is a doubtful quantity and it cannot be predicted with confidence in what temper he will approach the conference nor what demands he may make.

A CRISIS TIDED OVER.

Mr. Asquith may well congratulate himself on having successfully tided over the most serious crisis which he has confronted since the beginning of the war. The question of conscription has been angrily contested, and the coalition Cabinet might easily have been wrecked by it if it had gone to a direct vote. Mr. Asquith did not at all exaggerate the seriousness of the issue when he declared that such a result would be a national calamity at the present

time. It was avoided by the unprecedented proceeding of a secret session of Parliament, at which the Government disclosed the actual conditions as to recruiting, and the needs of the army, relying upon the good faith of the more than 600 members to keep the disclosures in strict confidence, and to subordinate party considerations to the demands of patriotism. It was a bold step, but the results are likely to justify it. Punch had a striking cartoon the other day, showing a gallows awaiting those who stirred up strikes in time of war. The same fate might well await those who, in a great national crisis, put personal profit or party gains over the national needs.

THE BRITISH REPLY.

The questions at issue between the United States and Germany are so momentous as to overshadow those involved in the correspondence with Great Britain on neutral rights in connection with the blockade of Germany. The reply just made to the American note on this question is extremely friendly and conciliatory in tone, although it does not accept the American point of view. It declares that the blockade is based on admitted principles of international law; and, as was to have been expected, it cites the position which the United States took during the Civil War, in the enforcement of blockade, and the doctrine of "continuous voyage." It points to the huge growth in American exports to neutral countries adjacent to Germany as proof that parts of these shipments were destined to Germany. It promises that the blockade shall be enforced with as little incon-

venience to neutrals as possible; and points to the fact that the Prize Court has full power to decide that any given act under the Orders in Council complained of is illegal, and that neutrals who feel themselves injured have this way of redress open to them.

RUSSIANS ON THE WESTERN FRONT.

The recent arrival at Marseilles of transports conveying large detachments of Russian troops is one of the most interesting incidents of the war. Hitherto, the Russian armies have fought wholly in the eastern theatre of operations, battering away, practically unaided, against Germans, Austrians and Turks, retreating sometimes, but always rallying again for new attacks. That they should be able to spare men from these fields to join their allies on the western front is amazing, and it is not strange that their arrival was greeted with enthusiasm. That they were on the way was kept a profound secret up to the hour of their landing, and it is not yet known from what far distant port they sailed, nor how many there are of them. But this re-enforcement will strengthen the tie between them and their allies; and nothing can be more certain than that one of the results of the war will be to give Russia a more important position in European politics than she ever had before.

THE THREATENED COAL STRIKE.

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Continued on page 502.

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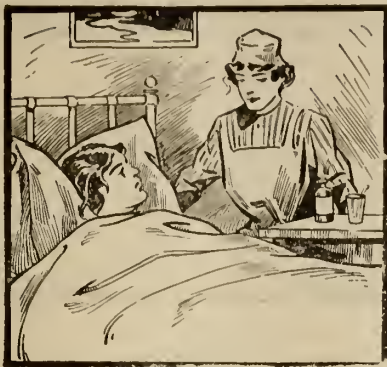
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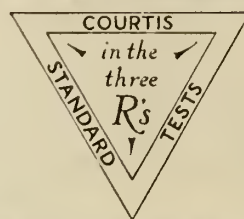
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NEW ENGLAND AND NATIONAL

Vol. LXXXIII.—No. 18

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A. E. WINSHIP, Editor

RURAL SCHOOL CONDITIONS FROM A LIVE-STOCK MAN'S STANDPOINT

BY O. M. PLUMMER

Portland, Oregon

I think the most vital remedy for the improvement of conditions is education. We all know that our boys and girls are the biggest asset we have. Without question, we all recognize the value of that asset.

I have a good friend up in the country; I will call him Tom, for convenience. Tom has a very good herd of Jersey cattle; he can go back six generations and tell you exactly the families from which these cows spring; he is very enthusiastic about the subject. We go down in the field and look at his cattle; he points to a heifer over here, and another one over there, in his enthusiastic way; knows every one of them by name, and can talk by the hour about his fine herd. Finally I say: "Tom, how is the family?" "Oh, they are all right." "How many children have you now, Tom?" He gets his hands in his pocket, where he can count the boys and girls off by name on his fingers, and says there are seven. I ask him if there was not a new baby born this last year. Yes, there was. Then I ask the age of this youngster, and he says: "Oh, the wife knows all about that; I don't pay much attention to that." Then he brightens up and says: "We had a baby last year, and I remember the age of that baby, because it was born on the same day as my heifer calf that took the prize at the state fair." Now, that is the way we look at education. I say: "Tom, why is it you pay so much more attention to the breeding of your cattle than you do to the breeding of your own children?" "Why," he says, "you know them cattle are pure-breds."

We are tremendously concerned about our cattle having pure-bred sires, without giving a thought to the school conditions, or anything else about the children. When we appropriate money for agricultural colleges, we let people pound us on the back to put down an appropriation, and as a last resort give them a few niggardly dollars. You can pass resolutions of all kinds; you can commend or condemn all sorts of industries; but until you let the boys and girls have some opportunity, bring them up to be good men and women, good fathers and mothers, you have not laid the foundation for success. We all know this.

There are no people in the United States more firmly interested in education, none who love their children more, than the live-stock man and the farmer; and there is no man on earth who has

got less for his children out in the rural districts. In city schools (I happen to be on the Board of Education in Portland, where I live) we pay our teachers ten, eleven, twelve hundred dollars, to get good results. What do you do in the country? You go to the normal school, where you can get your teachers for forty or fifty dollars; and then you let our city people come and get them, after they have practiced on your children.

They have used your children for stepping-stones, and the people in the city get the benefit of their experience with the raw material you have furnished.

Why don't the people in the country say: "Here, we have money; we have pure-bred cattle; why don't we spend a little money for education? Why don't we pay the best teachers we can get for this education, and for as good advantages as our boys and girls are getting in the city?" Give the teachers a hundred dollars a month—possibly a hundred and fifty a month, any amount of money you want—to get something for your children! It is good business policy, and we ought to enjoy that sort of work thoroughly.

In no part of the state should there be better teachers than those found in the country.

We have in Oregon a legislative committee—the Oregon Pure Bred Live Stock Association—whose business it is to favor anything good along educational lines. When we go up and say: "Gentlemen, we want this or that," the man is put on the committee. Our association is recognized up there. Why don't we, all over the United States, follow this idea?

No amount of money spent in commercial-club publicity, or other forms of advertising, can approach the good done by an efficient system. School directors should comb the country for the best teachers to be found; should be satisfied only with normal-trained teachers, and consider money appropriated to secure such superior teachers an investment and not a tax.

Young teachers who have been in a country district a year or more, and who are giving good satisfaction, should be given a salary which will retain them, instead of allowing them to go to some large city, and then breaking in a green teacher.

Do you want your boy and your girl to be under the charge of the best teaching that money can buy, or are you willing



O. M. PLUMMER.

that your board of education should go out in the market and "shop" for bargains in the way of teachers? Do you want your boy and your girl to have three different teachers in one year, or do you prefer the same skilled teacher year after year? Why should the country be considered the training camp for the seasoning of city teachers—why not reverse this process? Every city teacher is under the eye of an experienced supervisor. Why cannot the country father and mother see that it is to their advantage to come to the city and take our best teachers?

According to statistics, every child who finishes the eighth grade has an earning capacity during his life's expectancy of about \$32,000; one who finishes the high school, \$48,000, and a university-trained man or woman, \$72,000. This gives the boy or girl who finishes the high school course a salary of \$20 per day for every day spent in the schoolroom during the high school course; for every year spent in getting university training is an equivalent of \$30 per day. In a rural school with twenty children there is an earning capacity of from \$400 to \$1,000 per day. Are you mothers and you fathers going to let the matter of one dollar a day difference in salary between a really trained teacher and an untrained teacher stand in the way of your boy's and your girl's future? Get behind your schools; make them something of which you may well be proud; talk about them in your waking hours, and dream about them during your sleep! Every dollar spent by you in education will be returned to you a hundred fold. Let us make the states known as the home of splendid rural opportunities. In no other way can we so rapidly build up our country.

The Union Stock Yards in Portland is one of those unhealthy institutions which are associated with one of these packers back east, but in the ten years of my experience with them we have been going about doing better things—uplift work in Oregon, Washington, Idaho, Montana; we do not care where it is. We spend nearly all our time trying to bring about better school conditions, better home conditions. We realize that if we are prosperous in our schools and homes and general life, people are going to come and live there, and that all of us are going to share in the advantageous results. We do not have to bother whether we are interested in the stockyards business, a cattle-loan company, or what we are interested in, if we go about trying to do some little good to somebody all the time, forgetting our own selfish concerns and importance; and that is the only way we are going to get anywhere.

I should like to ask you, gentlemen, to get behind any school proposition, and to put dollars and dollars in education, if necessary, to give your boys and girls—who in a few years will be taking your places in the community—a fair chance.

An Idaho sheepman, and a prominent one at that, told me the other day that he would rather pay every dollar he had to the schools there than not to have them; that they have found conditions are so much better because of the schools; and he said that, if it came to a showdown, they would

pay every dollar to carry on the schools of the western country. Let us get behind our boys and girls! Ten years from now they will be having our same problems.

Does the sign on the front of your big barn read "James Jones," or does it read "Jones & Son"? Do you want your boy to take an interest in the farm and the live stock, and to carry on the splendid work which you are so ably doing? Or would you prefer that he go to the city to engage in commercial life?

In the olden time it used to be quite the thing to give a young boy a colt when it was dropped. After the boy had spent two or three years raising the colt, father would sell it, and the money would go to help swell father's bank account at the country bank. Does this encourage your son in his love for the old home? What would be the result if every boy was given the proceeds of all the calves, cosset lambs and colts which he might have raised? Supposing, when that boy became ten or twelve years of age, you took him into partnership with you, and had your letterheads read "Jones & Son," with "John Jones" in one upper corner and "John Jones, Jr." in the other—wouldn't that boy be apt to think he "belonged" to the farm and that the farm "belonged" to him? Wouldn't he have an added pride in all the well-bred shorthorns, the high-testing Holsteins or Jerseys? Would you then, by any hook or crook, be able to take him away from the farm?

One of the oldest cattle-breeders in Oregon—a man famous for his blood lines, but who never believed much in feeding—has a young son, now in the high school, who has done more in the last three years to bring his father's cattle up to their present prize-winning standard than had been done in a generation previous. The father was always very proud of his son, but was always telling those of us who had faith in the boy that we should spoil him entirely if we kept on putting such foolish notions into his head. This boy will have the best education the country can give him, but he will never be weaned away from the farm. Take your boy into partnership with you!

LIVE-STOCK MEN TO THE RESCUE

The American National Live Stock Association at its recent annual meeting at El Paso passed the following heroic, notable and noble resolutions unanimously:—

Whereas, the subject of rural school education is one of the very important matters before the American public today; and

Whereas, the campaign for the reduction of adult illiteracy in the United States, which has been so successfully conducted by Mrs. Cora Wilson Stewart as president of the Kentucky Illiteracy Commission in that state, and which has spread all over the United States, has attracted a large amount of attention, and has resulted in the introduction in the House of Representatives, by Representative Abercrombie of Alabama, of H.

R. Bill 57, which provides for work in the United States toward the elimination of illiteracy; and

Whereas, Mr. Abercrombie has also introduced in the House of Representatives H. R. Bill 399, creating a Department of Education and providing for a secretary of that department; and

Whereas, Senator Sheppard of Texas has introduced in the Senate of the United States S. B. 3477, providing for an appropriation for the investigation and promotion of rural and industrial education; now, therefore, be it

Resolved, by the American National Live Stock Association, in convention assembled at El Paso, Texas, January 25-27, 1916, that we most earnestly endorse these three measures for the promotion and furtherance of education in this country.

Whereas, the Smith-Lever Bill recently passed by Congress provided certain sums of money to be used for agricultural and live-stock education in the different states of the Union that agree to appropriate a sum of money similar to that given by the United States government; and

Whereas, many states have taken advantage of this provision, and many county agriculturists are now working in different parts of the United States

with great success; now, therefore, be it

Resolved, by the American National Live Stock Association, that we strongly endorse this movement, and that the secretary be directed to send to the directors of extension work in all the agricultural colleges of the United States a copy of this resolution.

Whereas, the education of our children along the lines of agricultural and live-stock-raising is of paramount importance; and

Whereas, the agricultural colleges of our states are being recognized as the greatest agencies for the spreading of this knowledge; and

Whereas, in many states this good work is hampered by a lack of funds and a total lack of appreciation by the average citizen; therefore, be it

Resolved, by the American National Live Stock Association, that we endorse the work of the agricultural colleges of this country, and urge a campaign of education to the end that every voter in the country may support the legislature of his state in any action appropriating money for agricultural colleges.

We regard this as the most significant lay association action that has ever been taken so far as our knowledge goes. All honor to the American National Live Stock Association.

EDUCATORS AS I HAVE KNOWN THEM—(XX)

BY A. E. WINSHIP, EDITOR

UNITED STATES COMMISSIONERS OF EDUCATION

HENRY BARNARD.—(II).

When I came to the Journal of Education my predecessor, Hon. Thomas W. Bicknell, had aroused great enthusiasm over the re-printing of Dr. Barnard's famous "Journal of Education," the plates of which were in the Barnard home at Hartford. Many public, educational and private libraries had subscribed for the entire set could it be prepared.

There were obstacles apparently insurmountable. Several special volumes had been made from plates selected here and there from the regular volumes, so it was next to impossible to arrange the plates in order.

C. W. Bardeen of Syracuse was the only man in the world, I think, who could have done anything with these plates, and he undertook the greatest publishing feat of which I have any knowledge, but his devotion to educational rarities led him to undertake the impossible.

Mr. Bardeen writes:—

My dear Winship: If I ever do publish an account of "Henry Barnard as I knew him" it will be kindly. Eventually he did turn over to me every scrap of plates, sheets, and bound Notes, and it nearly broke his heart, though when it was really

done and the Notes began to appear he was glad of it. I paid more than a thousand dollars for freight alone, and every volume is now in print.

Yours truly,

C. W. Bardeen.

My admiration for Mr. Barnard led me more than once to go to his home and wander by the hour among those plates before and after midnight, for Mr. Barnard at eighty years of age would not let a guest speak of sleep until the small hours of the morning.

The most interesting single evening I ever spent with Barnard was in 1893 at the elegant Boston residence of Thomas Cushing, on his eightieth birthday. Mr. Cushing had been a partner with W. H. Ladd in establishing the Chauncy Hall School. I had known him in all my educational life, but the honor of that special evening was at the suggestion of Dr. Barnard, who usually made that his home when in Boston.

The young people were Lucy Wheelock and myself.

For once Miss Wheelock and I were silent partners at a dinner party. The old three monopolized the conversation. They talked of nothing that had happened since the Civil war. They knew more or less intimately all the anti-slavery leaders, all the great American writers.

They lived over again the loves and hates of the days of Webster, Mann, Thoreau, Sumner, Phillips, Garrison and John Brown, Kossuth and Garibaldi. They recalled their experiences with Carlyle, Dickens, Thackeray, Tennyson and Gladstone. These three ancient worthies had known in their different ways almost everyone of interest and prominence in America and England from 1840 to 1870, and the three had never had just such an opportunity to compare notes. They were not entirely agreed in their likes and dislikes and they enjoyed trying in

vain to convince the others of the errors of their thinking.

It was late when the party broke up and Mrs. Howe said, as she laid her hand on my shoulder: "I know Mr. Winship will be glad to see me home."

I can see Mr. Cushing as he straightened up and put his arm within Mrs. Howe's saying: "Not at all, Julia, that honor is mine, I am only eighty,"—and I walked home with Miss Wheelock. Then we could talk of the wonderful experience we had had.

THE MEANING OF TUSKEGEE—(IV)

BY W. J. BUTTON

School-trained people, as a matter of course, other things being equal, will be able to live on better terms than those without an education. Tuskegee goes an important step farther, and believes that desirable as is the increased ability of self-support, the greatest value of education lies in its production of intelligent leadership, distributed throughout the country, in the villages, in the towns and on the farms. This is of far greater importance than great leadership for the nation. The local circles of influence touching and overlapping one another and constantly enlarging—these are the forces that count in the gradual and sure uplift of a people.

The modern attitude as to the correlation of labor and learning in our educational methods and purposes was the fundamental position of Booker T. Washington in creating Tuskegee Institute. Dr. Washington, however, modestly gives the credit to General Armstrong of Hampton Institute for the idea that hand and head should work together in a sound system of education. Wishing to do honor and justice to his old teacher and leader as the pioneer in these latter-day educational reforms, Dr. Washington says: "When Hampton Institute was planned the old idea that education must be imparted for culture's sake prevailed not only throughout the South, but largely throughout the country. But General Armstrong saw that when a whole race is hungry it needs something more than culture. The hungry man cannot live on culture—but a hungry man can learn to combine culture of the intellect with hand power so as to produce a perfect man."

School officials from Massachusetts to Oregon and Texas are today recommending that instruction in agriculture be placed in the public schools; that in certain courses of instruction a part of the day be given to industrial training and the other part to mental training; and that there shall be industrial night schools for the boys and girls. But in all these matters, says Dr. Washington, General Armstrong was more than twenty-five years ahead of these recommendations.

When Hampton Institute began to apply industrial processes in the training of the negro, the step proved unpopular among many of the colored race. At the beginning of Tuskegee Institute the

industrial idea was not favorably received. The negro, as Dr. Washington says, when freed refused to do manual labor. That was for slaves and the negroes had been worked as such for two hundred and fifty years. Hence, they were surprised to find farm labor, house work and mechanical industries required and taught at Tuskegee. "During the first ten years of its existence a large part of the time and energy of the Tuskegee School was spent," says Dr. Washington, "in convincing the people North and South of the value of industrial education."

It is unquestionably due to the influence of this school that the old prejudice against manual labor is now almost extinct in the South. The fact that Tuskegee Institute, as well as Hampton, and other like industrial schools, are always overcrowded with students and that every year hundreds are refused admittance for lack of accommodation, is sufficient evidence that the industrial system of education is now at a premium with the black race. At the same time, there has been no depreciation here of the value and need of mental and religious training. But the settled conviction is that while men and women well educated in other directions are needed,—for the masses the supreme need is industrial training. And while to General Armstrong belongs the glory as pioneer in practical educational reforms to Dr. Washington belongs the distinction of having brought these reforms into successful operation and into popular favor. Not to the South alone, but to the North as well, Tuskegee has for years been the most convincing object lesson in our whole country of the potency of vocational education.

Owing to his insistence on industrial education Dr. Washington has been misunderstood even by some of his own race. It has been charged that the Tuskegee curriculum places too low a value on mind training or pure scholarship. But judging by aims, methods and results, it becomes clear that the Tuskegee system of education combines mental, as well as moral training with industrial. Indeed, it puts the whole boy to school—head, hand and heart. By no other mode of training could this institution accomplish the clearly expressed purpose of its founder: "To turn out not merely

trained mechanics and farmers, but also leaders and teachers who will give character to the people, scatter abroad the spirit of industry and improve the condition of the masses, so as to make them useful to themselves, their race and their country." Again he says: "Industrial education has not only an economic and moral value but it has a mental value of great importance in the helping of the race."

Examples of truth, righteousness and usefulness, however, are not made in a day. The weaving of character, though the work of a lifetime, should find in the school its greatest opportunity. But Tuskegee does not attempt the impossible—it makes no claim that by education all of the dangers and difficulties of life are removed. Life at best still remains an individual struggle. But it is one of the objects of education to train the

will to meet bravely the problems and vicissitudes of life. And so there is here at Tuskegee a fine appreciation of Huxley's famous saying: "The most valuable result of education is the ability to make yourself do the thing you ought to do, when it ought to be done, whether you like to do it or not." This, indeed, is character. Hence, the best school is the one that best teaches life's duties and that best strengthens the will to face them with courage and fidelity. Such is the high standard Tuskegee sets for the measurement of her work. In the midst of the pressing needs of passing school days, Tuskegee never loses her vision of future work days, for permanent character-making is counted the supreme interest and purpose of her existence.

So much for the educational creed of Tuskegee.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

IN INDIANA

Johnson County, Indiana, is in the forefront in improved educational facilities, and the reason therefor is largely found in the efficiency, devotion and activity of J. C. Webb, who has been county superintendent for twelve years. The following facts speak for themselves:—

The total high school enrollment of Indiana is 58,742. The population of the state is 2,760,792. The per cent. of total population of the state enrolled in the high school is 2.1. The total high school enrollment in Johnson County is 700. The population of the county is 21,450. The per cent. of the total population of the county enrolled in its high schools is 3.2. The total public school enrollment in the state is 537,500. The per cent. of total school enrollment enrolled in the high schools of the state is 10. The total public school enrollment of Johnson County is 4,388. The per cent. of the total county enrollment enrolled in high schools is 15.

Superintendent Webb has waged a relentless warfare against the little one-room school and has closed fifty of the eighty such schools by inducing communities to form consolidated or joint districts, and most of the other thirty one-room schools will soon be closed. The county has some of the best consolidated buildings in the United States, costing all the way from \$15,000 to \$50,000, and in every case the appointments are like those of city schools, but Mr. Webb insists that the work and the spirit must be rural. I have seen first-class consolidated schools five miles from any village.

Most of these schools have the services for a day or half-day each week of a special supervisor in music, in domestic science, in manual training and in athletics.

Hopewell consolidated school has a basketball team which last year defeated all the teams in the state until the closing game with an unconquered team from Indianapolis,—and then it was defeated

by the close score of 15 to 16. This same Hopewell consolidated school put on a play, "Indiana's History," in the opera house at the county seat. I saw the play, which was worthy a city high school, and the opera house was packed to the limit of standing room. The entire county is educationally vitally progressive. It is not unusual to find a band, an orchestra, a chorus or a glee club in the schools.

The County Board of Education backed County Superintendent Webb last year in issuing the most elaborate, beautiful and significant report of educational affairs in a county that we have seen. There are more than 130 photographic views of educational interests in the county.

Incidentally,—and there are always incidentals wherever I go,—I saw the returns of a famous crop of peas in White River township in Johnson County raised by John Mullineaux. Mr. Mullineaux was solicited for a subscription for the church at planting time and he replied that he would give \$10 an acre for his sixty acres if his peas were worth more than \$50 an acre.

The plowing, harrowing and rolling the sixty acres cost him \$2 an acre. The seed cost him \$12 per acre, the labor \$4.13 an acre. Total cost \$18.13 an acre. The peas brought him \$84.20 an acre, and the vines \$15.

A total income of \$99.20 per acre. A net profit of \$81.07 per acre.

Mr. Mullineaux is a good sport and he sent the church his check for \$600.

As a second crop he planted corn after harvesting the peas and the corn paid the rent on the sixty acres so that his net profit of near \$5,000 (\$4,863.64) was clean profit for the year on sixty acres.

As they say in the Carolinas, "They sure do know how to raise peas in Johnson County, Indiana."

There is scarcely a city or county that I visit in which I do not become infatuated with some incidental experience like this.

PROPERTIES AND PECULIARITIES OF THE NUMBER 9

BY H. M. SHERWOOD

Morristown, Tenn.

Is the system of numbers in common use a system of nines or of tens?

The accepted theory is that our system of numbers is a system of tens. In a sense that is true; but is the system of tens the primal or foundation system or is it a resultant system necessarily following upon and growing out of a system of nines?

The unit one is the foundation of our numerical system, nine is the capstone of the structure. In building numbers we begin with a single character (1) representing the unit one; then we have a single character (2) representing the unit one taken twice, or two; another (3) representing the unit one taken three times, and so on to nine, the largest number represented by a single character (9).

Now, why did the inventor of our system stop the use of single characters at nine? Why not go on with a single character representing ten, another eleven, etc? He stopped at nine for the purely arbitrary reason that he had to stop somewhere and he did stop at nine. He could have gone on indefinitely with additional characters representing additional numbers, but with each additional character the system would have become the more complex and cumbersome. So to avoid the undue increase of separate characters the inventor stopped at nine.

What next? We couldn't stop counting at nine; even children soon learn to go beyond that. Some other plan than mere difference in characters representing the different numbers must be brought into play; something other, further and more far-reaching must be resorted to.

For the first time the inventor feels the necessity for a character that shall simply occupy place or position, but shall of itself possess no value. Then the naught or zero (0) was added to the number of characters. Now, having the separate characters representing the numbers from one to nine, and the means by which their values can be indefinitely multiplied, how do we go about building numbers?

We begin with the character (1) representing the unit one; next we take the character (2) representing the unit one taken twice, and so on to nine.

We then take our foundation number or character (1), place it one space to the left, filling the vacant place in the first column with a zero (0), give the character a new name, ten, and then go on building as follows: Ten-one, ten-two, ten-three, etc., to ten-nine. Having again reached the nine, we carry the next unit to the tens column, add it to the one ten already standing in that column, giving us another new name, twenty, or two-ten, and then we are ready to build again as before, two-ten-one, two-ten-two, two-ten-three, etc., to two-ten-nine. Again we set over to the tens column the next unit and add it to the two

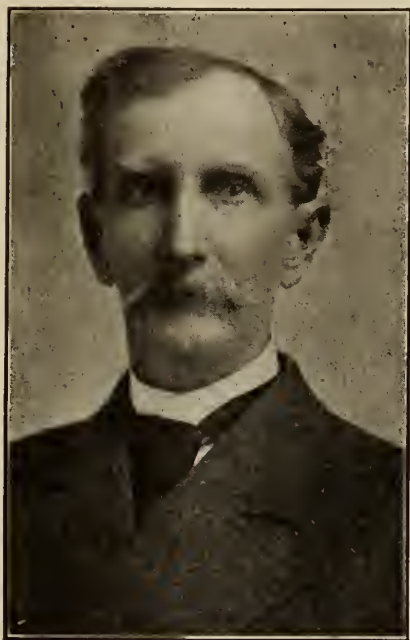
tens already standing there, take still another new name, thirty or three-ten, and go on building as before up to nine.

Now, let us take a certain number, say 17, look into the philosophy of its building and see what facts appear regarding it. How is seventeen formed, how do we go about building the number? First, by the use of the separate characters, we build to nine. Then, to bring position into play, we carry the next unit added one space to the left, take a new name, ten, and begin again with our building, ten-one, ten-two, ten-three, ten-four, ten-five, ten-six, ten-seven. Examining this number, ten-seven or 17, we see that it is made up of nine plus the sum of the digits, 8. Why? Simply because we have added eight units to the nine expressed by the one character (9) in order to build the number ten-seven or 17. One unit we place one space to the left in order to bring position into play, and take a new name, ten, the other seven units we build upon this ten in order to produce ten-seven or 17, that is ten-one, ten-two, ten-three, ten-four, ten-five, ten-six, ten-seven. Thus it is seen that 17 is nine (9) plus the sum of the digits entering into the 17, or the number of units added to the 9 to produce 17, that is 8. The same thing is true of every number whatsoever. To state the fact a little differently, every number above nine is either an exact multiple of nine, or an exact multiple of nine plus the sum of the digits that it takes to express the given number.

Take again the number we have just used, 17. This, as has been shown, is 9 plus 8, the sum of the digits. Invert 17 and we have 71. Now what is 71, and how is it formed? An examination shows that it is an exact number of 9's, that is seven 9's or 63 plus 8, the sum of the digits again. The above is true both of 17 and 71, simply because we build numbers by nines—that is we build to 9, add one for a new name and go on building as before. In the 17 as shown, we build to nine by the use of the separate characters. We then build onto the 9 the eight units that it takes to express the 17, one of these units going one place to the left to bring position into play and give us a new name, ten, the other seven units building onto that to make the 17. Exactly the same thing is true of 71. We take 63, the largest multiple of 9 contained in 71, add to the 63 the sum of the digits of 71, 8, and we have 71.

The law of permutation shows how many different combinations can be made with a given number of figures using all the figures in each combination. Thus the figures 1 and 2 can be made to express but two different numbers, 12 and 21. If we add another figure, say 3, then we can make with the three figures six combinations as follows: 123, 132, 213, 231, 312 and 321. If we add still another figure, say 4, we find we can make four times as many combinations as we could make

with three figures, or 24 combinations. With two figures we can make but two combinations, with three figures we can make three times as many combinations as with two, or six combinations; with four figures we can make four times as many combinations as with three, or 24. This establishes the law that the number of different combinations that can be made with a given number of separate or different figures, using all the figures in each combination, is the continued product of the regular arithmetical series from one



H. M. SHERWOOD

up to the given number of figures used in the combination. Thus 1 and 2 can be made to express but two different numbers, 12 and 21, that is $1 \times 2 = 2$, the number of combinations with two figures. With three figures, as 1, 2 and 3, we can make six combinations as already shown: 123, 132, 213, 231, 312 and 321; or $1 \times 2 \times 3 = 6$. With four figures we can make twenty-four combinations, or $1 \times 2 \times 3 \times 4 = 24$. With five figures the number of combinations is the product of $1 \times 2 \times 3 \times 4 \times 5 = 120$.

By the above law we find that with the nine digits, using all of them in each combination, we can express 362,880 different numbers. Every one of this vast number of combinations is divisible by 9, and so, too, is the difference between any two of them, or the sum of any two or more of them.

Take again the statement that every number above 9 is either a multiple of 9, or a multiple of 9 plus the sum of the digits. To prove this, let us take the six numbers formed by the different combinations possible with the figures 1, 2 and 3. These combinations, as already shown, are 123, 132, 213, 231, 312 and 321. Examining these numbers we find that each one of them is a given number of 9's plus the sum of the digits, 6, the sum of the digits necessarily being the same no matter in what order they may stand. Thus $123 = 9 \times 13 + 6$; $132 = 9 \times 14 + 6$; $213 = 9 \times 23 + 6$; $231 = 9 \times 25 + 6$; $312 = 9 \times 34 + 6$; $321 = 9 \times 35 + 6$. It is thus clearly

shown that each of these numbers is a multiple of 9 plus the sum of the digits. The reasoning underlying this fact clearly appears from the manner in which the different numbers are formed. Take first the number 123; how do we form it? We first take 13 times 9, 117, the largest multiple of nine contained in 123, add to 117 the sum of the digits of the 123 (6), and we have $117 + 6 = 123$. Then, as we form 123 by adding the sum of the digits (6) to a multiple of nine, it follows necessarily that 123 is made up of that same multiple of 9 plus the sum of the digits which we added to said multiple to form the 123.

The same facts are true, and the same reasoning applies to each of the other five numbers formed by the various combinations of the three figures, 1, 2 and 3.

To show that this is true of all numbers let us see what we can make of such a number as 2,312. Separate this number into its component parts as follows: $2,000 + 300 + 10 + 2$, or writing it a little differently we have the following:—

$$2,312 = \left\{ \begin{array}{l} 2,000 = 9 \times 222 + 2 \\ 300 = 9 \times 33 + 3 \\ 10 = 9 \times 1 + 1 \\ 2 = 9 \times 0 + 2 \end{array} \right\} = 9 \times 256 + 8.$$

It is thus seen that $2,312 = 9 \times 256 + 8$, the sum of the digits.

Any number can be thus analyzed and the same facts shown to be true. Whenever the sum of the digits of a given number is more than 9 then the number is made up of the largest multiple of 9 in it plus the excess over exact 9's contained in the sum of the digits. In this case one or more of the 9's in the number is embraced in the sum of the digits.

The argument and proof of the fact that every number above 9 is either a multiple of 9 or a multiple of 9 plus the sum of the digits, together with the reasoning showing why this is true, is thus amplified because the reasons for a number of other peculiarities of the number 9 rest upon this foundation.

If this view of the number 9 be accepted, and the correctness of the view seems fairly well established, it makes easy the explanation of certain peculiarities belonging to the number very difficult or impossible of explanation otherwise.

We will now examine some of these peculiarities and see if the reason why can be made to appear.

1. Every number above 9 is either a multiple of 9 or a multiple of 9 plus the sum of the digits.

This proposition has already been fully examined and is re-stated here only for the purpose of closely grouping all the propositions.

2. If from any number whatsoever we subtract the sum of the digits the remainder will be a multiple of 9.

This proposition might very well be treated as a corollary necessarily resting upon and explainable by the one preceding; but for the purpose of placing the matter beyond peradventure the proof is stated as follows:—

Take the number 123 for example. The number 123 is not divisible by 9; but $123 - 6 = 117$, a

number which is divisible by 9. This is always true. Why?

It has already been shown that every number above 9 is either an exact multiple of 9 or a multiple of 9 plus the sum of the digits. Should the sum of the digits chance to be a multiple of 9, the number itself being a multiple, then to subtract the sum of the digits simply reduces the number of 9's still leaving the remainder a multiple of 9. Should the sum of the digits not be a multiple of 9, as in the number 123 above, then to subtract the sum of the digits removes the excess over exact 9's and leaves a multiple of 9 as before.

3. Take any number, whether a multiple of 9 or not, invert the order of the digits, take the difference between the resulting numbers and the remainder will be divisible by 9.

To prove this proposition we will again take the number 123. Invert the order of the digits and we have 321. Now neither of these numbers is divisible by 9, but $321 - 123 = 198$, which is a multiple of 9.

To show why this is true, divide 321 by 9 and we have as a quotient $35 + 6$; divide 123 by 9 and we have as a quotient $13 + 6$; or writing it differently we have,

$$\begin{aligned} 321 &= 9 \times 35 + 6, \text{ or } 315 + 6 \\ \text{and } 123 &= 9 \times 13 + 6, \text{ or } 117 + 6 \end{aligned}$$

Subtracting we have

$$198 = 9 \times 22 + 0, \text{ or } 198 + 0$$

It is thus seen that in subtracting the one number from the other, the excesses over exact 9's being the same, one excess cancels the other leaving a remainder divisible by 9. This is always true, and the same thing is true if we take the difference between any two possible combinations of this or any other number of figures, and for exactly the same reason.

4. Nine will divide any number the sum of whose digits is divisible by 9.

Take 18 or 81, 27 or 72, 36 or 63, 45 or 54, in fact, we may take any possible combination of figures, and if the sum of the digits be divisible by 9 the number itself will also be divisible by 9.

This follows from the fact that we build numbers by 9's and that every number above 9 is either a multiple of 9 or a multiple of 9 plus the sum of the digits, as already shown. Then if the sum of the digits be a multiple of 9, it follows necessarily that the number itself is also a multiple of 9.

5. If the sum of the digits of two numbers be the same, no matter how widely the numbers may differ in value, their difference is always a multiple of 9.

To prove this proposition take the numbers 546 and 78. Neither of these numbers is a multiple of 9, but the sum of their digits is the same, 15. Then $546 - 78 = 468$, a multiple of 9.

$$\begin{aligned} 546 &= 9 \times 60 + 6, \text{ or } 540 + 6 \\ 78 &= 9 \times 8 + 6, \text{ or } 72 + 6 \end{aligned}$$

Subtracting we have

$$468 = 9 \times 52 + 0, \text{ or } 468 + 0$$

Thus it is seen that if the sum of the digits be the same the excess over exact nines, if any, will

also be the same; then when we subtract one number from the other one excess over exact 9's cancels the other leaving only the difference between the two exact multiples of 9, which difference is of necessity a multiple of 9.

6. If the excesses over exact 9's in two numbers be the same, no matter whether the sum of the digits be the same or not, their difference will be a multiple of 9.

To prove this take the two numbers 5,784 and 87. The sum of the digits of 5,784 is 24; the sum of the digits of 87 is 15; but $24 = 18 + 6$, and $15 = 9 + 6$, the excess being the same. Neither of these numbers is divisible by 9, but $5,784 - 87 = 5,697$, a multiple of 9. In the process of subtraction, one excess again cancels the other leaving the difference between the two multiples of 9, which difference is of course a multiple of 9.

7. The excess over exact 9's in the digits of two or more numbers before addition is the same as the excess in their sum after addition. Upon this fact depends the "proof" of addition by the process of casting out the 9's. To illustrate, take the following example in addition:—

$$\begin{array}{r} 562 \\ 487 \\ 624 \\ 842 - 4 \\ \hline 2515 - 4 \end{array}$$

Beginning with the 5 in the upper number of the above example we add all the digits of the several numbers just as though they stood in a single column. Whenever the sum of the digits as added amounts to 9 or more, drop the 9's and add the excess to the next digit, so continuing until all the digits shall have been added and 9's dropped. The excess over exact 9's will be found, in this example, to be 4, which we place to the right of the lower number.

Now adding the digits of the sum 2,515, we find the sum of these digits to be 13. Dropping the 9 we have an excess of 4, the same as the excess in the four numbers added.

The reasoning is plain. If the addition be correct, the sum 2,515 is simply another form of the four numbers added, and must of necessity contain everything found in the four numbers, that is the same number of 9's and the same excess over exact nines, which is seen to be true.

The above proof of addition, however, cannot be absolutely relied upon. If the excesses be different we may safely conclude that the addition is wrong; but if they be the same we cannot so certainly conclude that the work is right. If there should chance to be a transposition of figures in the sum, or if an error in one column in one direction be followed by an error of like amount in another column in the other direction—that is, one column footing too much, the other too little—then the work would seem to prove when it is in point of fact wrong. This would very rarely happen, yet the fact that it can and may possibly happen in some degree lessens the value of this process as an absolute proof.

For the benefit of those not familiar with the

proof of the four fundamental rules by casting out the 9's the following examples and rules are given:—

ADDITION.

The method of procedure in the proof of addition has already been given. It remains only to state here a brief general rule.

Add the digits of the several numbers just as though they stood in a single column, dropping the 9's and adding the excess to the next digits, until all the digits shall have been added and 9's dropped. If there be an excess over exact 9's after adding the last digit, place such excess to the right of the lower number. If there be no excess, place a zero to the right. Cast the 9's out of the sum in the same way and set the excess to the right of the sum. If the excesses be the same it is highly probable the work is correct.

SUBTRACTION.

(Example 1)		(Example 2)	
	Excess		Excess
Minuend	87 — 6	Minuend	83 — 2
Subtrahend	32 — 5	Subtrahend	32 — 5
<hr/>		<hr/>	
Dif. or Rem.	55 — 1	Dif. or Rem.	51 — 6

In example No. 1 above, the excess over the exact 9's in the minuend is 6, the excess in the subtrahend is 5. The difference is 1, the same as the excess in the remainder.

In example No. 2 the excess in the subtrahend is greater than that in the minuend. In this event we add 9 to the excess in the minuend and from the sum subtract the excess in the subtrahend, and the difference must correspond to the excess over exact 9's in the difference between the two numbers.

Cast the 9's out of the minuend, subtrahend and difference or remainder. If the excess in the subtrahend be less than in the minuend take the difference between these two excesses, which difference must correspond to the excess in the difference between the two numbers. If the excess in the minuend be the less add 9 to it and from the sum subtract the excess in the subtrahend; the difference must again correspond to the ex-

cess in the difference between the two numbers.

MULTIPLICATION.

Example

	Excess
Multiplicand	732 — 3
Multiplier	38 — 2
<hr/>	
	5856 — 6
	2196
<hr/>	
Product	27816 — 6

Cast the 9's out of the multiplicand, multiplier and product, setting these excesses to the right. Multiply the excess in the multiplicand by the excess in the multiplier and drop the 9's from the product, if the product be 9 or more. The excess will be the same as the excess in the product.

DIVISION.

Example No 1			Example No. 2		
Excess	Ex.	Ex.	Excess	Ex.	Ex.
(5)	(4)	(8)	(5)	(1)	(8)
23) 7636	(332		23) 7642	(332	+C
5×8=40: 40—36=4			5×8+6=46; 46—45=1		

In example No. 1 the division is exact, so we multiply the excess in the divisor by the excess in the quotient. Dropping the 9's out of the product we have an excess of 4, the same as the excess in the dividend.

In example No. 2 there is a remainder, 6; so we multiply the excess in the divisor by the excess in the quotient, add to the product the remainder, 6, and we have 46. Dropping the 9's out of 46 we have an excess of 1, the same as the excess in the dividend.

Cast the 9's out of the divisor, dividend and quotient. If the division be exact, multiply the excess in the divisor by the excess in the quotient. If the product be 9 or more, drop the 9's and the excess will equal the excess in the dividend. If there be a remainder in the division, multiply the excesses as before and to the product add the remainder. Cast the 9's out of this sum and the excess will be the same as the excess in the dividend.

WHAT YOUNG PEOPLE OUGHT TO KNOW ABOUT WAR AND PEACE—(II)

BY LUCIA AMES MEAD

A LEAGUE TO ENFORCE PEACE

The essential features of this league which may be the first step toward world organization can be understood by children old enough to understand American history. First, a group of nations, as large a group as possible, that are pledged to send every dispute between them to an International Court. If it be a dispute that is not covered by law, it shall be investigated by a Commission of Conciliation which shall report the facts to the whole world before the disputants can fight. This involves a "cooling-off" time which almost cer-

tainly would prevent war altogether. The enormous value of this delay should be emphasized and illustrated by the Doggerbank episode in the war between Russia and Japan. Children are always interested in the graphic story of the Russian admiral in the North Sea who fired on poor English fishing boats thinking they were Japanese torpedo boats and then sailed away regardless, while England was ablaze with wrath and hot for revenge. The provision made at The Hague in 1899, for investigation and delay before

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PAYSON SMITH TO MASSACHUSETTS

One of the proudest days in the educational history of Massachusetts was that in which the Massachusetts State Board of Education elected Hon. Payson Smith, LL. D., State Superintendent of Maine, as State Commissioner of Education in Massachusetts at a salary of \$6,500.

In experience, in personality, in acquaintance with the detail of state administration, in professional virility, in skill in leadership, in tact in dealing with people, in manliness, in masterful common sense, no one could have been chosen who was in any of these qualifications his superior.

Every one in Massachusetts will give him a royal welcome. The Massachusetts State Board of Education met the needs of the hour nobly and has placed the state under lasting obligations.

THE SACRAMENTO PLAN

Superintendent Charles C. Hughes of Sacramento has a workable plan for schools as they are in buildings as they are.

While it is liable to be called a modified Gary plan it is so different as to be really a new creation. If it is in any sense a Gary plan it has had a new birth.

We suspect that a knowledge of the weakness in the old routine arrangements as emphasized by Mr. Wirt had some influence in quickening the activities of Mr. Hughes, but he has always been solving educational problems, and entirely aside from this episode Mr. Hughes belongs with Wirt, Francis, Spaulding, Meek et al. in the heroism of genius or the genius of heroism educationally.

Mr. Hughes easily uses every classroom, when classrooms are scarce, twice over, and he does it as completely as does Mr. Wirt and without any strained effort.

Mr. Hughes has such a simple philosophy that it makes one feel like a fool to think that he never thought of it himself.

Never does he have the class use the classroom for anything that does not require a classroom. For instance, music can be taught anywhere else as well as in the classroom. The kindergarten room is never in use in the afternoon. The music is taught in the kindergarten room in the afternoon.

Many a subject can be studied elsewhere as well as in the classroom. Such a subject is studied in the kindergarten room, in the halls, or somewhere other than in the classroom.

Physical training can be vastly better looked after out of doors in good weather, or in the basement in other weather, than in the classroom.

Without the slightest straining of school work, without the introduction of anything to occupy the children's time, without the slightest extra work for any teacher, without any upheaval whatever, no schoolroom is used by any class more than half the time, hence two classes use each classroom each day.

The only modification so far as parents know is the fact that half the children come to school at 8.45 and leave at 11.25, and the other half come at 9.25 and leave at 12.

In the afternoon one class returns at 12.50, and the other at 1.25.

This disturbs no one.

The only disturbance in equipment is the placing of a case of boxes for books for one of the classes in each classroom so that no child's desk is disturbed, the placing of some bench seats against the wall in the hallways, and providing chairs which the janitor places in the kindergarten room for the afternoon.

The school is divided into two sets of classes, of course. Some arbitrary designation is necessary. What Mr. Wirt calls X and Y Mr. Hughes calls Alpha and Beta, which really seems euphonious and dignified.

The Alpha time schedule is as follows:—

In the Classroom—

8.45 to 9.05—Period 1.

9.05 to 9.25—Period 2.

Out of Classroom—

9.25 to 9.45—Period 3.

9.45 to 10.05—Period 4.

10.05 to 10.25—Period 5.

Back in Classroom—

10.25 to 10.45—Period 6.

10.45 to 11.05—Period 7.

11.05 to 11.25—Period 8.

Noon Recess—

11.25 to 12.50;

In Classroom—

12.50 to 1.10—Period 9.

1.10 to 1.25—Period 10.

Out of Classroom—

1.25 to 1.45—Period 11.

1.45 to 2.05—Period 12.

Back in Classroom—

2.05 to 2.25—Period 13.

2.25 to 2.45—Period 14.

Two minutes are allowed for changing classes.

Mr. Hughes divides all school work into two varieties: Foundation work and Applied work.

In the third, fourth and fifth grades there are, weekly, twenty-nine recitation periods and sixteen study periods for Foundation work, and twenty-five recitation periods in Applied work. There is no study period for Applied work.

It was a rare privilege to see this scheme in its simplicity going on like clock work.

NEW YORK JULY 3-8

New York educators expect 50,000 in attendance upon the July meeting of the N. E. A. We sincerely hope there will be more rather than fewer. We shall not be in the least surprised if there are 50,000. We shall be surprised and disappointed if there are not 40,000, and that will break all records.

The committee has listed hotel accommodations for 50,000. In no other city in the New World would that be possible.

Nowhere else could there be a Madison Square Garden building available. The new sounding board is a great success. It is of special design and measurements, likened by one of the committee to a violin that delicately but potently multiplies the power of the human voice. It is made of piano sounding board wood—one thirty-second of an inch thick—and is minutely responsive to every tone and flexion of the voice. The sounding board is thirty-six feet wide, including two wings of four feet; twenty feet high, with an overhang or canopy above eight feet wide. When it was completed it was tested by the committee. By placing it six feet behind the speaker, after a number of other distances had been tried, it was found to give nearly perfect results.

There was never such a committee of arrangements before and there is not likely ever to be such another. Mayor John Purroy Mitchel of New York, Ex-President Theodore Roosevelt, Ex-Senator and Ex-Secretary of State Elihu Root, Vincent Astor, Cornelius N. Bliss, Jr., President Nicholas Murray Butler of Columbia, Thomas W. Churchill, Henry Clews, R. Fulton

Cutting, W. J. Damrosch, Ex-Senator Chauncey M. Depew, John H. Finley, State Commissioner of Education, Robert Goellet, Colonel George Harvey, Hamilton Holt, Colonel E. M. House, Adolph Lewisohn, S. S. McClure, William H. Maxwell, Sidney E. Mezes, president College of the City of New York, Frank A. Munsey of Munsey Magazine; Howard W. Nudd, Adolph S. Ochs, Robert Olyphant, Alton B. Parker, ex-candidate for the presidency, George W. Perkins, George A. Plimpton, Henry S. Pritchett, William C. Redfield, Dean James E. Russell, Albert Shaw, editor Review of Reviews, Mortimer L. Schiff, Willard Straight, son of Mr. and Mrs. H. H. Straight, Henry W. Taft, F. A. Vanderlip, Oswald G. Villard, Rodman Wanamaker, William G. Willcox, president of the Board of Education.

Mrs. August Belmont, Mrs. E. H. Harriman, Mrs. George B. McClellan, Mrs. St. C. McKelway, Mrs. Whitelaw Reid, Mrs. James Speyer and about one hundred other men and women who are multimillionaires.

The special committee that is working out the details is Thomas E. Finegan, assistant Commissioner of Education of the State of New York; Elmer E. Brown, chancellor of New York University; Andrew W. Edson, associate superintendent of schools of the City of New York; John R. Young, manager convention bureau of the Merchants' Association of New York.

HATS OFF TO ALDERMAN

As city superintendent at McMinnville, as county superintendent, as head of the Department of Education in the State University of Oregon, L. R. Alderman made greater professional progress in five years than has been made by any one else in our acquaintance in the same time. But it was in three years as state superintendent that he achieved high national distinction as an educator who did things.

But when he became superintendent of Portland three years ago his luck appeared from the outside to have halted. Few men in the country have had such nasty opposition, some of it in the Board of Education, some in the teaching force, some of it from preachers, and some of it general.

But all the clouds that were real clouds have rolled away, and Alderman has more achievements to his credit than ever before and no one has done more in three years of city leadership than has L. R. Alderman.

Portland has not had any boom in business or in growth in the last three years, but the high school enrollment has gone from 3,337 to 6,400 in actual attendance, a definite increase in three years of near one hundred per cent., and this without any new style of high school, without any change in standards, just a real growth in high school attendance in same kind of high schools. Where else has this been achieved?

The night school enrollment has gone from 1,816 to 6,005, a gain of 230 per cent., and the night school efficiency has increased a much

greater per cent., all in three years.

Mr. Alderman has actually achieved the almost unbelievable practice of having the second grade teacher go on with the class through the third and fourth grade and then back to the second grade, and the fifth grade teacher stay with the class through the sixth grade. One result of this has been the almost total elimination of repeaters, and the sending of practically every grade child to the high school.

He has firmly established a two-group plan which practically achieves all that William Wirt has achieved at Gary in efficiency.

He has a commercial high school that challenges comparison anywhere in the world, and its greatness and uniqueness have come in his day.

He has a trade school for boys that is to have a wonderfully attractive new home in a seven-acre lot, made possible through a personal gift through Mr. Alderman of \$100,000.

He has an unusually vital trade school for girls that is also to have a new home in a six-acre lot.

And above all, perhaps, in significance is Mr. Alderman's success, professional and popular, with a one-story schoolhouse plan which bids fare to wipe from the map every massive school building in the United States.

There have been several one-story schoolhouses in California, Colorado and Arizona, but he is the first so far as we know to demonstrate that the cost is only about a third as much for the same accommodations and that it actually requires no more land to build sixteen classrooms on the ground floor than in four stories, and that he gives the children more playgrounds. Everything is better and the cost much less.

Hats off to Alderman.

DISCRIMINATING AGAINST WOMEN

On April 18 the Associated Press carried this news item:—

A determined lobby composed of women school teachers working for and against the bill designed to put the teachers' pension fund of New York City on a paying basis caused a new rule to be adopted in the legislature tonight barring all persons interested in any legislation from the floor of both chambers.

From the days of Aaron Burr the Assembly of the State of New York has endured lobbyists. Tammany from New York City, the "ringsters" from Buffalo, and every style of lobbyists from everywhere have been endured. But they were men. When women teachers bother Assemblymen a new rule of exclusion is passed!

Is it any wonder that women think they are discriminated against?

BOND WINS

In Arkansas a nomination by the dominant party is equivalent to an election, hence the great joy over the success in the primaries of J. L.

Bond, rural state supervisor, as candidate for state superintendent. George B. Cook after many years of leadership was not a candidate for re-election.

Mr. Bond combines the elements of vision, devotion, energy and personality in rare proportions. In the office and in the field he and those whom he selects as his associates are sure to exalt and realize all the best ideals of the American school.

NEW YORK PENSION MUDDLE

We have never known quite such an irreconcilable professional difference as that of the New York teaching force over the proposed pension legislation. On a referendum vote all Associate and all District Superintendents favored the pending bill. Also 80 per cent. of the Training School teachers, and two-thirds of the high school faculties, but the teachers of the elementary schools voted 6,491 for and 10,104 against.

THE END OF THE LIMIT

When any considerable number of senior professors of Bryn Mawr College of Philadelphia contemplate revolt against President Miss M. Carey Thomas not only is the limit reached, but the end of the limit.

We shall await with consuming interest the report of the "University Professors' Organization" upon "the abuses which have led to this revolt." It was an easy matter to report upon the University of Utah revolt, but this is different. If they can make the educational world believe that Miss Thomas needs to have her authority limited we think they will achieve the unachievable. We believe the thirteen professors of Bryn Mawr have not gone out on a strike.

We believe in the "Girls' Camp Fire" Movement most heartily and unreservedly and in Dr. Luther Halsey Gulick, the founder and promoter, whose headquarters are at 461 Fourth avenue, New York City.

This was one of the best sentences we heard at the Inland Empire meeting: "An expert is one who knows everything about everybody's business but his own."

The way in which one species originates from another has not been adequately explained unless we accept the explanation of Hugo De Vries.

Oregon has more than doubled its high school enrollment since State Superintendent Churchill came into office, three years.

Vocational education in Boston has eliminated truancy. Only seventeen cases in March.

"Columbia Summer School of 7,000" is not overestimating the probability.

July 3-8: National Education Association, New York City.

The good road craze is a good craze.

MINNEAPOLIS ENDORSEMENT OF GARY

[Dr. E. C. Horn, the Minneapolis City Council's special investigator, who spent twenty days in a careful and detailed study of the Gary System in Gary, made an exhaustive report which should be read in its entirety by every one who wishes to know about the working of the system. It is in the Minneapolis Tribune of March 30.]

In conclusion it may be suggested with propriety that Minneapolis desist from throwing stones at Gary lest the renowned Mill City come to the limit of her splendid accommodations, and on account of increased population and other exigencies find herself forced like Troy and New York City to get down on her knees to Mr. Wirt, and to take not only the very cream found at Gary as Central high has already done, but also to appropriate the duplicate school idea, which is fundamental in the full Gary plan.

In this survey it is seen that:—

Gary has a dual school, one-half for education, the other for expression, both in operation under one program for every student in a duplicate school, two enrolled schools in one building under the work-study-play plan, giving the children twenty per cent. more time, at ten per cent. less cost for instruction and approximately forty per cent. less cost for buildings and equipment.

The basic principle or fundamental idea underlying the system is that education of the most valuable type requires ample opportunity for expression.

To provide ample class work in education as evinced in the traditional school and required by the law of Indiana for all schools in the state and to provide sufficient time for activities in the field of expression the school day is lengthened and divided equally between the school of education and the school of expression.

For graduation a student is required to take only the branches required by state law of all students in any and all schools in the state on the traditional school plan.

Gary, therefore, offers all that the traditional

school offers plus a working school of expression, a project commended by Dewey in his book entitled "Schools of Tomorrow," and a project that is elective excepting the educational classroom work required by state law of all schools.

The dual school education and expression working in the duplicate school, two schools X and Y in one building, was commended by every teacher interrogated at Gary, every student questioned at Gary, and every parent interviewed excepting those mentioned in this survey, the objections of the majority of them being incidental and not fundamental to the Gary work-study-play plan.

The Gary plan works in Gary. Neither it nor any other plan would likely work anywhere if the Board of Education and officers and teachers in public education were against it. The plan at Tolleston and Glen Park just outside Gary proper is accomplishing the apparently impossible. It works at Troy and in New York City, where 46,000 pupils are now in line under the Gary work-study-play plan.

In every emergency it will make one building, at nominal expense, do for two buildings, reducing the cost of maintenance sufficiently to save ample funds to erect a new building every eight years as evinced at Gary, the greatest obstacle being that it requires re-arrangement of school district lines, merging two districts into one district, causing some students to travel a greater distance than where two buildings are maintained. In Gary the system makes one building do for five buildings, and the wonder is that there is not more than twice as much objection in Gary.

If, as it is alleged, it will save more than \$1,000,000 annually in New York City, and if Dean Weigle of Carleton College and many other eminent educators are not mistaken when they assert that the Gary system "is built on a sound educational basis," should it be considered irrelevant or immaterial in Minneapolis if the citizens are directed to "sit up and take notice"?

SOME GARY CONCLUSIONS REACHED BY DR. HORN

Duplicate use of the school plant at Gary is a money saver in both administration and maintenance.

No school will make use of a duplicate system or any other device for the accommodation of double the number of students enrolled when the conditions do not require it.

Minneapolis should quit "throwing stones at Gary."

With the Wirt system no child need be turned out of school or put on half time.

If a building burns to the ground, the Wirt system can step in and take care of that school with little expense in an adjoining school already full, and the procession moves merrily onward as if little to disturb had occurred.

Pupils, teachers and parents in Gary like the school system.

Teachers unquestionably are overworked in Gary.

The auditorium period in the Gary system has marked educational advantages.

Shop work is not overdone in Gary. The schools there have less shop space and equipment than schools of the same size in Minneapolis.

The Gary plan is working successfully in two suburban schools in Chicago.

Operation of the Gary schools is absolutely independent of the steel plant.

The system separates church and state, not acting as a uniting means.

Much of the very cream of the Wirt system is in operation in Minneapolis, as instanced particularly in Central high school.

The items most frequently subjected to criticism at Gary are incidental and not those that are fundamental.

WHAT YOUNG PEOPLE OUGHT TO KNOW ABOUT WAR AND PEACE.— (II.)

Continued from page 489.

hostilities saved the day. A committee of five admirals from different countries heard the testimony in Paris and decided that it was merely a tragic blunder. They declared that they thought the Russians ought to pay \$300,000 to the widows and orphans, and this was accordingly done although there was nothing but public opinion to enforce the decision.

The League of Peace provides that if a member breaks its pledge and goes to war all the others shall unite in using economic and military pressure to restrain it. In all probability, no force would ever have to be used, for one nation would hardly defy the whole league.

In high schools, detailed study should be made of all these principles and especially of the enormous power of the economic boycott or non-intercourse. This would mean cutting off of shipping, railroad, postal and telegraphic connections, refusal of loans and cancellation of patents, copyrights and passports, with supertax or continued extra tariffs if a nation remained long obdurate. The chambers of commerce have specially endorsed this form of compulsion.

The general principles involved in the cooling-off and boycott elements of this scheme can be illustrated by playground experiences; the necessity for umpiring games will teach the need of umpiring between nations.

FUNDAMENTAL FALLACIES.

Deep-rooted, unscientific convictions about force are chiefly responsible for war. So long as most people in power think war just as inevitable as are storms and earthquakes, they create the very conditions that breed war. For fifty years a misconception of the Darwinian doctrine as applied to man has befogged the minds of scholars as well as of militarists, has deeply infected professorial teaching and blighted human progress through governmental action.

The present generation was brought up on a false interpretation of the Darwinian theory of "struggle for existence" and "the survival of the fittest." These two phrases were loudly heralded by all militarists as giving biologic basis for the doctrine of force. Darwin waited twelve years after the publication of the "Origin of Species" before he worked out the application of his theories to man. During that interval, sociologists as well as militarists made hasty and unwarrantable conclusions and widely proclaimed a doctrine that is the reverse of Darwinism. No one who reads the recent revelation of true Darwinism in "Social Progress and the Darwinian Theory," by George W. Nasmyth, Ph. D., can fail to realize the incalculable evil wrought for fifty years in the education of Europe in those doctrines which have logically led to the present war. True Darwinism gives the scientific basis for the golden rule and the moral law. The teacher's greatest task today is to give "in words of one syllable" the essence of the true Darwinism if he would help a bewildered humanity create a rational world.

DANGEROUS FALLACIES.

(1) That man's inherited brute instinct causes war.

Show children that there is no war among the brutes. War means combined effort to destroy one's own kind. Only men do this abnormal thing. Brutes occasionally fight impromptu duels in the mating season, or they snarl over a bone, but they chiefly kill to eat and kill other species. Getting dinner is not war; single combat is not war. A pack of wolves never attacks another; lions do not kill lions, nor tigers kill tigers. But college graduates study physics to learn how to blow to bits the bodies of men whom they have never seen, and whose real interests are the same as theirs.

(2) That struggle for existence implies war.

Show how struggle and contest are wholesome, inevitable and endless. Multiply illustration; Peary struggling against Arctic frosts; Colonel Waring fighting yellow fever; Whitman struggling against frontier perils. Let the daily press supply the class with countless illustrations of heroic struggle against environment. If children must learn how many were wounded at Brandywine, let them also learn that 700,000 were last year wounded in industries, fighting poverty to win a living. Show how dangerous has been the confusion of thought which confounds the everlasting, necessary struggle against environment with deliberate destruction of one part of the organism of humanity by another part.

(3) That war created civilization and, as a college president declares, that "all progress has been made through war."

The latest science shows that primitive man, like the apes from whom man descended, lived on fruits and was peaceful. Only as men advanced toward civilization and acquired tools, language, power of combining with his fellows, only as he gained foresight, became inventive and gained private property did war develop. Civilization created war, not war civilization.

All progress has been accompanied by war as well as by fire and disease, but there is no causal relation between them. Progress has been due entirely to invention, discovery, education and spiritual insight combined with industry and good will. It has come spite of war's hindrance; Columbus, Gutenberg and Watts, not Caesar, Tamerlane and Napoleon mark the world's progress.

(4) That there have been good wars.

The teacher will have no harder task than to get boys to see that it takes two sides to make a war. Their elders who prate of "righteous wars" and "just wars" always fail to see that had there been no aggression there would have been no justifiable defence. This defence is not a war but is only the excusable fifty per cent. of a total struggle which is also at least fifty per cent. unjust. Franklin's saying that there never was a good war recognizes that nothing that is half unjust can be called "good" or ever makes for progress.

Conquest cripples one producer at the expense

of another, leaving the total wealth just so much less. To study fully the ramifications and philosophy of these condensed statements would give a primary school teacher more culture on vital topics than that possessed by most of the educated men of our day; yet even a child, through homely illustrations, may grasp the essence of a truth hid from more than one college president. Tell him that if Robinson Crusoe stands over Friday with a whip to make him dig, he too is a slave, chained to the spot as much as Friday. He can not go to swim or take a nap lest Friday stop digging, but if the bright idea strikes him to make a bargain with Friday to work while he picks fruit for both, each is free and twice as much is produced. This principle should be illustrated by the pupils themselves in a score of ways.

(5) That a nation gains by injuring its neighbor's trade.

When many British newspapers are advocating permanent boycott of Germany's goods after the war and all possible injury to her trade, American children ought to be taught more than these know of elementary economics. Eighth grade pupils need to understand the following quotation from Norman Angell more than they do the rule of three: "The prosperity of an average German factory is distributed pretty evenly over some such factors as these: The capacity of a peasant in Provence who sells his olives in New York to subscribe to a South American loan, in order that a dock might be built on the Amazon to enable the manufacturer in England to sell furniture in Baku to a merchant whose wealth is due to the development of gasoline in an automobile trade in Paris." The destruction of German trade would injure both England and her allies.

If German money and trade were shut out from Antwerp, the Independent declares "it would be a greater financial blow to Belgium than the German invasion."

(6) That all government is based on force.

All governments *use* force but none is *based* on it as much as on a dozen other things, to wit: consent of the governed; if most people wanted to commit burglary and murder we should need a policeman for every family. Most people obey the law willingly with no thought of the police; farming, industry, commerce, money, banks, courts, legislatures, the press and schools support a republic. Ask pupils to tell in detail what would happen if any of these were abolished. Armies would be naked, starving mobs fighting with their fists were it not for the whole body of producers. Preparedness means the efficiency of a whole nation. When our nation had a small navy for decades we were never attacked and persuaded the great nations to arbitrate every dispute with us, e. g., the Alabama Claims and the Venezuelan Dispute.

Other dangerous fallacies are:—

(a) That armaments and defence are synonyms.

(b) That armies and navies are national police and must endure as long as city police.*

When a man is thirty it will make little difference whether he remembers the rule for the dative case. But his own life and his nation's may depend upon whether his generation has learned the antidotes for the poison of war fallacies; whether he puts the nation above humanity and the moral law or whether he feels that "Above all nations is Humanity."

*For refutation of these apply for leaflets to the World Peace Foundation, 40 Mount Vernon Street, Boston.

WOMEN AUTHORS

Anna A. Plass, author of "Civics for Americans in the Making," has been teaching foreign children for twenty-five years in Rochester, New York, the city of which she is a native. When she began teaching in a school with these children, Mr. Ellis, the superintendent, a man of clear vision and generous spirit, said: "Miss Plass, you have the making of some pretty good citizens here." That message was to her a revelation. She ceased thinking of the annoyances, the difficulties of the daily routine and rather of the handicap of these children, seeing in them the possibilities of "pretty good citizens." Besides her regular day school classes, which are composed of immigrant boys and girls over fourteen years of age, and usually also of four or five adults, she has a class of non-English-speaking men whose hours of work are such as to prevent their attendance at evening school at the regular hours. This latter class is a part of the public school system—the hours are from 3.30 to 4.45 p. m. Her classes include Italians, Greeks, Austrians, Bulgarians, Serbians, and in the face of what is happening in the world she is trying to develop in them the spirit of American nationalism, using Mazzini's definition

of a nation—"A group of people united in a common duty toward the world." This experience, past and present, has led to the making a remarkably significant, vitalizing and inspiring book, "Civics for Americans in the Making." Address, Dean Street School, Rochester, N. Y.

Sarah E. Wiltse is one of the best known writers of school books and has done much toward raising the standard of kindergarten literature and of work in primary grades. She edited for school use, "Grimm's Fairy Tales," Part I, "Grimm's Fairy Tales," Part II, "Hugo's Jean Valjean." She is the author also of "Brave Baby and Other Stories," "Folklore Stories and Proverbs," "Hero Folk of Ancient Britain," "Kindergarten Stories and Morning Talks," "The Place of the Story in Early Education," "Stories for Kindergartens and Primary Schools."

Mrs. Alice S. Varney, author of "Story Plays, Old and New," is a native of Massachusetts, a graduate of the Fitchburg Normal School, and has studied at Boston University. She has taught in Newton, Massachusetts. She has done much highly acceptable story telling at institutes,

for women's clubs and for public library classes. Address, Dighton, Massachusetts.

Bertha M. Brown, author of "Health for Girls and Boys," "Health in Home and Town" and "Physiology for the Laboratory," has been appointed by the Massachusetts State Board of Education as one of the directors of the new university extension courses. She is a graduate of the Massachusetts Institute of Technology and has taught for several years in the Hyannis State Normal School and has been identified with the promotion of the school gardens. Address, 15 Hazelton Street, Mattapan, Massachusetts.

Mary F. Willard, author of a most fascinating book, "Along Mediterranean Shores," and editor of "Tennyson's Idylls of the King" in the "Eclectic Series," which has been through several editions, is principal of the Burley School of Chicago, to which she has given much prominence largely through the brilliant presentation of "September's Soldiers," a school play of exceptional interest, educationally and entertainingly. Her "Willard Civic Leaflets," for the use of evening high schools, have helped to attract attention to the vitality of her school work. Address, 1526 Fargo Avenue, Chicago.

Martha A. L. Lane has demonstrated rare genius for editing school books. Among her achievements in this line are "Stories for Children, a Primer," which has been put into Braille for the blind; "Oriole Stories for Beginners." Her volume of "Twenty Stories Retold from the Arabian Nights" is the only edition for young people that attempts to give something of the original simplicity of style. She is joint author of "American History in Literature." Address, Hingham, Mass.

Belle Wiley, head of the English Department of the Rochester City Normal School, is a graduate of Teachers' College, Columbia University, with much post-graduate study at the University of Rochester and Harvard University. She is the author of "Mother Goose Primer," "The Little Lake Dwellers," "The Children of the Cliff," "Mewanee, the Little Indian Boy," and "Rago and Goni, the Tree-Dweller's Children." Address, 195 Dartmouth Street, Rochester, N. Y.

Fanny E. Coe, of the Boston Normal School, is one of the best students of Europe and America in school work. She is a native of Boston, and her student life and teaching life have been here. Her school books are widely known and used. "Our American Neighbors," "Modern Europe," "First and Second Books of Stories for Story-Tellers," "Heroes of Everyday Life" and "The Louisa Alcott Story Books." Address, Jamaica Plain, Mass.

Elizabeth R. Hooker, author of "Study Book in English Literature," was educated at Bryn Mawr, Radcliffe and the Massachusetts State Agricultural College, and has taught in the Plymouth, N. H., Normal School, Vassar College and Wellesley College. She is now doing some exceedingly interesting work in scientific gardening. Address, Salem, New Jersey.

Mary E. Calhoun, author of "Readings from

American Literature," is a native of Philadelphia, has a master's degree from Columbia University, has taught in the Horace Mann School, Teachers' College, Wilson College, Pennsylvania, and is now headmistress of the Leete School, New York City. As a student and teacher American literature has been her major. John C. Calhoun was her father's uncle, and their home was blessed by such friendships as Bayard Taylor and Frank R. Stockton. It is no wonder that American literature has an absorbing interest for her.

Adelle P. Emerson, joint author of "Tell It Again" stories, is a graduate of the Lucy Wheelock Kindergarten Training School, Boston, and has taught in Florida, but most of her teaching has been in the kindergartens of Worcester. Address, 112 June Street, Worcester, Massachusetts.

HOME GARDENS

BY SUPERINTENDENT J. PRESTON CREER

Spanish Fork, Utah

We teachers have talked so much in the past about preparing the children for complete living that we have lost sight of the important fact that children are actually living every day that they attend school. It is marvelous the amount of information they gain during the six years previous to entering school and particularly so when all this information was gained by coming in contact with and doing things. In these days the children lived and learned as they associated with Mother Nature. In the sand and mud they builded and they moulded until they grew tired with pleasure.

With the approach of spring, let us lead them back into the field of nature and permit them to delve in the soil. We have interested them in collecting and becoming acquainted with seeds, also in planting and watching the growth of bulbs. The time has now come to get close to nature's heart and take our pupils with us into an intensive study of the lore of the soil, which is quite as important in the scheme of practical education as the book lore with which we have to do.

Our schools close too early to make school gardens practicable, therefore our attention must be turned to the home gardens exclusively.

Home gardening in rural communities is one of the new problems that is vitalizing our educational system today. It is so important that it is demanding the attention of all leading educators in all the progressive countries of the world.

In our nature study, we will now deal with the preparation of the soil, the planting of the seeds, proper depth, distance apart, etc., according to the nature of the seed planted. If the teacher is enthusiastic, she will be able to inspire her pupils with a love for growing things which will be carried into every home in the district and plots of ground will be allotted to each child for his or her home garden, and the work will speedily begin in earnest. As a minimum amount of space, we suggest eight hundred square feet.

Pupils may raise all flowers or all vegetables or both flowers and vegetables according to de-

sire, but the planting and the care of the garden must be his or her own work, as the end in view is the acquirement of useful knowledge gained through practical experience in doing, not mere theorizing.

We recommend that the teacher advise pupils of his or her grade that before receiving credit in nature study of agriculture, they must do some practical work in raising flowers or vegetables.

At the opening of schools in the fall, a pupils' flower and vegetable exhibit may be held at various points in the district, where the products of the home garden will be displayed.

It is hoped that this work will be taken up with the pupils at once and no effort spared to push it on to a successful issue. The joy of watching the gardens grow will add zest to the work of the spring time.

"Whether we look or whether we listen,
We hear life murmur, or see it glisten;
Every clod feels a stir of might,
An instinct within that reaches and towers,
And, groping blindly above it for light,
Climbs to a soul in grass and flowers."
—Letter to his teachers.

A GARDENING SONG

[Ethel Wolff, in the New York Times.]

Supreme I rule in my domain,
Teaching my subjects the way to go,
Out in the morning, sun or rain,
Hoeing and weeding each slender row. * * *
But, dwellers in gray city streets,
How should ye ever know
The joys that Youth and Age both share,
Watching the garden grow?

Flat brown beds 'neath a cloudy sky,
My kingdom looks to your town-bred eyes,
Yet beauty to haunt each passerby
In a few short weeks shall there arise.
But ye who live in towers of brick,
How should ye ever know
The peace of mind that comes with eve,
Watching the garden grow?

Open my gate when May is here,
Pass by the wallflowers in velvet-brown,
Wafting their welcome far and near—
There is no perfume like that in town! * * *
O pent-up folk of stony streets!
Wait not too late to know
All that ye miss each budding year
Watching no garden grow.

Editor Journal of Education: Please state that the Dr. Jones referred to by G. M. Wilson in the issue of March 23 is in the University of South Dakota.

M. M. R.

ASK QUESTIONS TO MAKE YOUR PUPILS THINK

BY BESSIE L. PUTNAM

Cultivate originality on the part of your pupils while drawing out their knowledge of books. Ask questions which will call for more than the book gives. For instance, one teacher asked her sixth grade pupils how the present war differs from that of the Revolution. It was not answered in their book, and yet its answer involved facts in the history. Here is one reply: "It is a

very much larger war; it has more nations warring; and we are not in it." Concise, yet covering the main features in an original way. That child not only knew something about the subject, but she knew how to compare, to reason, and to express herself in her own way. And this is just the sort of knowledge we should be looking for and striving to draw out.

POULTRY CLUB

BY O. H. BENSON

Washington, D. C.

A majority of states have Poultry Clubs in some form, and in most cases they appear to work out quite successfully, fully as good results being obtained as in the field crops. There are two general plans on which the work is organized, the Egg Laying and the Chicken Raising. The first is perhaps the most simple and furnishes more uniform results although of course the figures are not so high as in the case of the latter.

The Poultry Club work should consist of two club projects: Egg laying and marketing, and hatching and rearing. The egg laying should be the first undertaken in the poultry work, followed by the hatching and rearing project. Unit from four to six birds, all of one strain. Minimum time of contest, four months. The hatching project of course consists of

Basis of Award (Egg Laying):—

Eggs produced	30%
Profit on investment	30%
Records and reports kept	20%
Written story of work	20%

Basis of Award (Hatching and Rearing):—

Highest per cent. of chickens alive after four months	20%
Quality of pen of fowls exhibited	20%
Profit on investment	20%
Highest per cent. of eggs hatched	20%
Story of production and records	20%

The enrollment in the Poultry Club work in 1913 was 8,584; in 1914, 9,160, and in 1915, 12,318, showing a gradual increase in interest.

The best all-around report received from the field covering the Poultry Club project as a whole is that of Massachusetts. The work was based upon the egg-laying work, and the project extended over a hundred-day period. Club members were allowed to enter any number of pullets or hens between six and one hundred, the average obtained being used as a basis for determining the winners. J. Harold Merrick of Wilbraham entered ten hens which produced 822 eggs, or 82.2 eggs per hen. His receipts were \$20.55, and his net profit amounted to \$14.96, or \$1.50 per hen. A splendid average was maintained by the 380 members finishing all work and making all reports. These members entered 5,857 hens, which produced 311,280 eggs, or 53.15 eggs per hen. The gross receipts were \$7,709, the total cost was \$4,057, and the total net profit was \$3,651, or \$9.61 per member, or sixty-two cents per hen in one hundred days.

BOOK TABLE

QUIT YOUR WORRYING. By George Wharton James. New York: The Baker & Taylor Company. Cloth. 262 pp. Price, \$1.00, net.

In all the wild searches for slogans to denote efficiency and prosperity, we do not recall any town or city lighting upon this one—"Don't Worry!" "We Don't Worry in Detroit!" for instance. What would attract men and money quicker than a land of no worry? Everything bad and true that has been said about worrying (and that is a great deal) has been said by George Wharton James in his latest book. He has left so little unsaid that some part of one chapter or another hits nearly everyone squarely. Few of us can number more than one or two of our acquaintances who seem to be quite free of worries. It is not the man in a soft berth or the man with a big bank account of whom we can say with truth: "He has nothing to worry about." But there are those who seem to have discovered the method which banishes all worry. We know a young man who is postmaster of one of the six or seven largest cities in the country, in a position to receive not less than twenty forceful "kicks" every day of the week, who says he never worries, and who apparently does not. And he is an uncommonly efficient postmaster. Mr. James, by his own claim, is another one who has discovered the secret, after doing enough worrying for six nervous men in the earlier years of his life. So that he is in position to tell others what worrying means, and how it can be relegated to the scrap-heap of useless inventions. Those who know his style do not need to be told that he has written the message in readable fashion. He makes short, sudden jabs and hooks at the common foe of calm and contentment, and they all land. Worries about health, home, office, family, friends, enemies, ambition, religion and habits, he discusses from many angles, always adding a word as to the way out. Those who never worry need not read the book; all others will find something therein to ponder on.

WASHINGTON: A VIRGINIA CAVALIER. By William H. Mace, author of "Lincoln: The Man of the People." "Little Lives of Great Men." A supplementary reader for the fifth and sixth grades. Chicago and New York: Rand McNally & Company. Cloth. 180 pp. Price, 35 cents.

This is the fourth book in the "Little Lives of Great Men" series and it fully maintains the interest and worthiness of the series. The volume on Lincoln was so captivating that there was a fear that no such charm could be possible with the others, but this story of Washington is if possible more fascinating than the story of Lincoln.

Really there is more in the boyhood of Washington to appeal to a boy, to thrill any boy to the limit than even in Lincoln.

For the child the book has the richest sort of meaning, and particularly at this time. With Professor Mace to tell the story, he is taken at once into the atmosphere of Colonial Virginia, where Washington lives again—a genuine boy, full of vim and vigor, and devoted to his lovely mother, "The Rose of Epping Forest."

From here on it is a dull boy, indeed, who doesn't enter with lively pleasure into the experiences of the young pioneer-cavalier—his school life, hunting, fishing, the breaking of horses, drilling boys of his own age,—all capped by the fitting climax—a commission at sixteen years of age to survey the vast domain of Lord Fairfax. When the young Virginian plunges into the dense forest the boy pulse will beat faster, and before he leaves it, the reader will know where his hero, prudent and light-footed as an Indian, acquired much of the endurance and wood-wisdom that served him so well when called upon to defend his country.

THE PRONUNCIATION OF CLASSICAL LATIN C AND G. By A. C. Nobili. 27 Belvidere street, Boston: A. C. Nobili. Paper. 32 pp. Price, 25 cents.

This is an argument for the so-called "soft" or Italian pronunciation of Latin C and G, as opposed to the "guttural" pronunciation, which the author claims has been "foisted" upon us by the Germans, because of their linguistic "infirmity." It is a very interesting

little book, contains much food for thought for phoneticians and classicists generally, and is well-worth reading, whether one agrees with its conclusions or not.

COMMUNITY HYGIENE. By Dr. Woods Hutchinson, president American Academy of Medicine. The Woods Hutchinson Health Series: The Child's Day. Price, postpaid, 40 cents. Community Hygiene. Price, postpaid, 60 cents. A Handbook of Health. Price, postpaid, 65 cents. Boston: Houghton Mifflin Company.

"Community Hygiene," for fifth and sixth grade pupils, is all that is claimed for it as a "common-sense textbook of right living." Health is the result of right living and its principles cannot be taught too early. Certainly the fifth and sixth school years are not too early.

The three great departments of the book are "Health in the Home," "Health in the School" and "How the Community Helps Us." Under the first, every room in the house is discussed in detail. Light, air, heat, drainage, food storage, garbage disposal, the sleeping porch, sanitation and every kindred topic is skilfully and attractively treated. Under the second the entire school problem as to health is considered, and in the third the civic consciousness is appealed to most effectively.

Dr. Woods Hutchinson is the most widely-known popular physician lecturer in the country and is one of the most popular syndicate writers on health.

THE HISTORY AND SIGNIFICANCE OF THE AMERICAN FLAG. By Emily Katherine Ide. Published by E. K. Ide, 65 Rutland street, Boston. Cloth. Illustrated. Price, 70 cents, postpaid.

Nowhere else in the same compass can there be found so much regarding the history of the American flag with so many eloquent tributes in prose with so many inspiring tributes in verse. The whole conception is patriotic in the extreme, and it is brought down to the present year. Miss Ide feels the glow of patriotic devotion and has given it effective voice in these pages.

AN INTRODUCTION TO GREEK READING. By George Robertson, M. A. Cambridge: University Press (G. P. Putnam's Sons, New York). Cloth. 124 pp. Price, 65 cents.

This excellent little handbook follows the most natural road from English to Greek—the association of English derivative and Greek root as a means of learning the Greek vocabulary. The first part contains a digest of grammar, each paradigm being followed by lists of similar words which have been used as bases for English words. Thus, under the first and second declension adjectives we find the roots of aristocracy, philosophy, orthodox, isosceles, hierarchy, microscope, etc.; under nouns of the second declension the roots of epitaph, parasite, strategy, democracy, logic, lithograph, etc. There is a storehouse of this kind of material in the relatively small compass of this section of the book. It also contains an illuminating diagrammatic representation of the prepositions and philological rules on the development of Greek sounds in Latin. Part 2 consists of thirty-one short reading selections, prose and verse, chosen from the Bible, Æschylus, Xenophon, Herodotus, Lucian, Plutarch and others. The notes are very full, and contain further rich and varied material on the relation of the Greek and English vocabularies. An index is provided.

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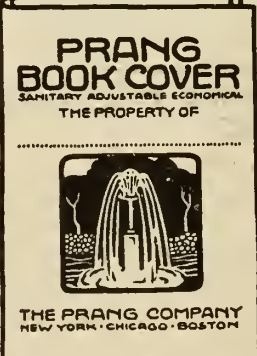
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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MAY.

- 5: Wisconsin Arbor Day.
6: Arbor Day, New York State.
6-6: Western Drawing and Manual Training Association, Grand Rapids. Wilson H. Henderson, Milwaukee, Wis.
5-6: Superintendents' and Principals' Association of Northern Illinois, De Kalb.
10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.
18-19: Women's Agricultural and Horticultural Association Conference, Boston, Mass. Mrs. George U. Crocker, Boston, chairman.

JUNE.

- 26-July 1: American Library Association. Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

- 3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

- 8-10: National Education Association, New York City.

OCTOBER.

- 10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.
12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.
13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

- 20-28: Indiana State Teachers' Association, Indianapolis.

NOVEMBER.

- 4-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

- 9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

- 16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

- 30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

VERMONT.

RUTLAND. Edward S. Abbott, principal of the Montpelier High School since 1909, has resigned to accept the principalship of the Rut-

land High School, succeeding Principal Isaac Thomas, who has been principal for seven years.

Professor M. B. Hillegas, newly appointed commissioner of education, will deliver the commencement address Friday, June 23.

BELLOWS FALLS. Orvis K. Collins, for the past six years superintendent of schools at Bellows Falls, has resigned to accept the superintendency in Hingham, Mass.

MASSACHUSETTS.

MILTON. Orrin A. Andrews, who was principal of the East Milton Grammar School for forty-five years, died at his home here this month.

HINSDALE. James R. Childs, formerly superintendent of the Barre and Williamstown, Vt., schools, has been elected superintendent of the Windsor, Peru, Washington and Hinsdale district, to succeed Harry E. Gardner, who has gone to Blackstone. He has been studying at Boston University this year. His salary will be \$1,600.

RHODE ISLAND.

PROVIDENCE. There will be a number of changes in the personnel of the faculty of Brown University for the coming year. Six members of the faculty will be away on leave of absence, and several new lecturers and instructors are on the roll. In view of the greatly increased interest in South America, Eugene E. Vann of Leland Stanford University has been appointed lecturer in Romance languages and Latin-American history for the coming year. Mr. Vann will offer a course in Latin-American history covering all the Latin-American republics, which will lay special emphasis on economic and social conditions in South America, trade routes, commercial opportunities, etc. He will also offer two courses in Spanish and one in Portuguese. After graduating at Columbia University Mr. Vann went to South America as professor in an American-Brazilian college, residing in Brazil for five years.

Lester B. Shippee, a graduate of Brown University in the class of 1903, comes from the State College of Washington to serve as lecturer in history in place of Professor William MacDonald, who will be absent on his Sabbatic year.

Leave of absence for next year has been granted to Professor Albert K. Potter of the department of English, Professor Ansel Brooks of the department of mechanics and mechanical drawing, Professor Albert B. Johnson of the department of Romance languages and literatures, Professor R. G. D. Richardson of the department of mathematics, and Professor J. M. Motley of the department of economics.

MIDDLE ATLANTIC STATES.

NEW YORK.

ALBANY. After finally killing the New York City teachers' pension bill the 139th session of the New York Legislature adjourned April 20, nine and a half hours after the time set by concurrent resolution.

In the last twenty-four hours Assemblyman Abram Ellenbogen of New York made three efforts to pass the Teachers' Pension Bill. After a bitter fight the bill

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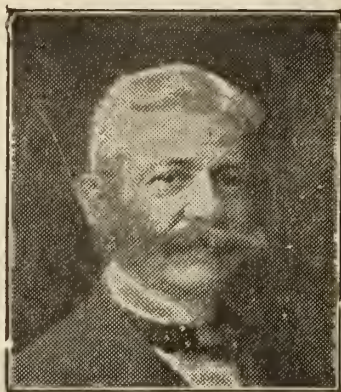
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showed a vote of 72 to 59, lacking four of the seventy-six necessary to pass it. With the galleries and rear of the chamber crowded with teachers, Mr. Ellenbogen made his second effort. He had gained several new votes, but lost as many more, and the result was 72 to 57. The Senate passed the pension measure and when it reached the Assembly, twenty minutes before the end, Mr. Ellenbogen moved its advancement to the order of final passage. There was a roar of objections, which automatically sent the measure into the Committee on Rules. Speaker Thaddeus C. Sweet refused to call a meeting of the committee and the bill was dead for the session of 1916.

The announcement that the bill was at last defeated brought prolonged applause from several hundred teachers who have spent their vacation week in Albany lobbying against the measure. An equal number of teachers who favored the bill had nothing to say except that they would try again next year.

PENNSYLVANIA.

TROY. Banker Everett E. Van Dyne offers to provide the town with a civic building to contain a library, gymnasium, rest room and auditorium if the \$20,000 county court house can be purchased at a satisfactory figure.

LUZERNE. At a special election in Luzerne borough voters decided to increase the indebtedness of the school district \$35,000 in order to provide a modern new high school. The official vote of the election shows that 353 votes were cast for the loan and 132 against it. To the children of Luzerne borough goes the credit for the success of the loan measure. They solicited votes for the loan and acted as poll men by pleading with men on their way to the polls to vote for the new high school building.

MERCERSBURG. Twenty-five young men of this place have organized "The Young Men's Social Association of Mercersburg," the objects of which are the social uplift of its members and the advancement of general good fellowship among the young men of the town. Mercersburg does not have a Y. M. C. A.

or similar organization for the promotion of the welfare of the young people, and, in consequence, there has been a lack of a suitable place at which the young men could congregate during leisure time to enjoy clean, wholesome entertainment and recreation.

SLIPPERY ROCK. The State Normal School has recently been taken over by the state. The following men have been appointed trustees by the State Board of Education:—

James M. Galbreath, Butler County; John A. Gibson, Butler; S. C. McGarvey, Allegheny County; C. C. Green, Beaver County; O. K. Bingham, Slippery Rock; T. P. Mifflin, Butler County; Ray P. Wilson, Slippery Rock; J. H. Grendy, Beaver County.

PHILADELPHIA. Male teachers are in demand for the continuation schools. At present there is a serious shortage, only four, an average for each 500 or more boys, having been obtained since the schools were started three months ago. According to Louis Nusbaum, associate superintendent in charge of the continuation schools, the men are not attracted by the maximum salary of \$1,500 because they can do better in high schools and colleges. Most of the men teachers in the schools are constantly preparing themselves for college work, and they do their studying in the hours when continuation classes are held. Because of the inability to get male teachers the women teachers in charge of the classes have raised the question of equal pay.

Edward Neville, principal of the Sharswood School at Second and Wolf streets, one of the oldest, as well as one of the best-known teachers of the city, resigned April 1, when he had served as a teacher in Philadelphia schools for more than fifty years.

He is still enjoying good health, and proposes to devote his long deferred rest to the pursuit of his hobby, the study of botany.

SOUTHERN STATES.

ALABAMA.

ANNISTON. Between 3,000 and

4,000 school children marched in a parade through Anniston last month, as a display of sentiment for better educational facilities and as a protest against illiteracy. At a mass meeting following the parade County Superintendent N. T. Persons presided and made a stirring appeal to the mothers and fathers of the county, as did City Superintendent D. R. Murphey. S. J. Bowie made a strong plea for more local autonomy in school matters.

SOUTH CAROLINA.

A special committee on moral or character education has been organized to work out for the Oak Ridge Demonstration Farm School some effective plan for inculcating moral ideas, bringing pupils to form moral convictions and strengthening their moral character. Milton Fairchild, of the National Institution for Moral Instruction, Washington, D. C., is chairman and Principal Mrs. Hetty S. Browne, Rock Hill, S. C., is secretary. President David B. Johnson of Winthrop Normal and Industrial College, with which the Oak Ridge School is affiliated; Secretary A. P. Bourland, of the Southern Conference for Education and Industry, and R. Lee Falls of the Oak Ridge community, are the other members. The pupils of the school will be studied individually, by means of the "character chart" which the N. I. M. I. has formulated, to determine their character develop-

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ment. This character chart is divided into (1) intellectual character, (2) working character, (3) personal character, (4) social character, (5) emotional character, (6) physical character. After the character weaknesses have been determined, the committee will decide on what moral ideas and convictions the children need, and what training, and then plans for moral education in the Oak Ridge School will be drawn up accordingly. Results will be considered as verifying theories and plans, or as disproving their worth.

NORTHWESTERN STATES.

OREGON.

PORTLAND. The annual Reed College Catalog, containing the announcements for the academic year 1916-17, appeared this week. The catalog announces the addition to the faculty of Dr. Susan Almira Bacon an assistant professor of Romance Languages. Miss Bacon has been associate professor of Romance Languages at Mount Holyoke College. She has been a student at the Universities of Berlin, Berne, Sorbonne, Geneva, Leipzig and Heidelberg, and received the degree of Ph.D. from Yale University.

Among the courses of study offered for the first time are courses in money and banking, and corporation finance to be given by Hudson B. Hastings, professor of applied economics. A course is also announced in supervised teaching made possible through the co-operation of the college and the public schools of the city of Portland. Dr. Kelley Rees, who is to have the assistance of Virginia Mackenzie, will offer new advanced courses in Latin and Greek. An advanced course in comparative constitutional government followed by a new course in the principles of politics will be offered by Robert D. Leigh.

This is the first catalog to announce the academic council, consisting of the president and eight members elected by the faculty for the administration of the plan of government provided in the constitution just adopted by the college. The catalog also announces the new welfare committee consisting of members

of the board of trustees and members of the faculty. The object of the welfare committee is to form a regularly constituted means of communication between trustees and faculty and thus keep both bodies in touch with their common problems.

The Oregon State Conference of Social Agencies will hold its annual meeting at Reed College on May 12, 13 and 14. The topics for discussion this year are: "The Segregation of the Socially Inefficient," "The Revision of the Oregon Criminal Code," "Proposed Social Legislation in Oregon," and "Health Insurance." The discussion of the first-named topic will deal with the dangers to society and the remedies needed because of the socially inefficient—the great mass of borderline cases—as contrasted with the socially unfit—cripples, insane persons, idiots and criminals. Health insurance is now in force in most European countries and it is an issue in three states in the East. The need for a revision of the Oregon criminal code has long been felt.

This conference will be the fourth annual social service conference to be held at Reed College. A Conference on the Conservation of Human Life was held in 1913, the "Portland 1915" conference in 1914, and last year was held the first meeting of the Oregon State Conference of Social Agencies.

The Week in Review

Continued from page 478.

tions between the miners and operators in the anthracite fields, which had been carried on for weeks in a spirit which promised a satisfactory adjustment, should be abruptly halted, almost at the last moment, by a difference which threatens a widely-extended strike. The operators, it appears, had agreed to concessions as regards increased wages and an eight-hour day; but the miners resolutely refused to consider any agreement which did not include the complete unionization of the miners employed, and an obligation, on the part of the employers, to collect all dues and assessments which the United Mine Workers might levy upon their members. It is not strange that the operators refused to consent to an agreement which would make them collecting agents for the organization which was threatening them.

NAVAL PREPAREDNESS.

The Naval Appropriation Bill for the next fiscal year, as framed by the House sub-committee, embodies without change the building program of the Navy Department. It carries an appropriation of \$217,652,174 against \$149,656,863 for the current fiscal year. The building program provides for two battleships, two battle cruisers, three scout cruisers, fifteen destroyers, thirty submarines, two gunboats, one hospital ship and one fuel-oil ship. The bill carries an appropriation of \$2,000,000 for aviation, including the maintenance of aircraft stations and experimental work in the development of aviation for naval purposes. It provides also for 13,500 additional men. This is an item against which, it would seem, not even the most extreme pacifist could object, for nothing could be more absurd than to go on, as we have been doing, building ships without providing for men to man them.

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These "error proof" tests are held semi-annually at every office of the Remington Typewriter Company in the United States and Canada, the dates chosen for the tests being the third Thursdays of every June and January.

The next Remington "error proof" test is due on Thursday, June 15. All Remington typists who have not already registered to take this test are invited to do so now. No Remington typists are excluded from this invitation except present or former employees of typewriter companies. Call and register at the nearest Remington office.

These semi-annual "error proof" tests are a part of the campaign which the Remington Typewriter Company is waging for accuracy in typewriting. The campaign has already produced noteworthy results in the general improvements of the average efficiency of typists. One of the things pointed out by the Remington Company in extending this invitation is: that for the operator who achieves this "error proof" ideal, the prize of a Remington typewriter will only be part of the reward. The chief reward will be increased efficiency—which must mean increased earning power.

For this reason every good Remington operator should accept this invitation and strive to win this prize at the next Remington semi-annual test. The prize itself is worth winning; and there is bound to be a higher prize for everybody whether winner or loser—and that is the prize of increased efficiency.

TEACHERS' AGENCIES

EVERY YEAR more applications for teachers come to us than were received the year before—also every year more candidates register with us for positions. It often happens, however, that we are obliged to reply that we have no candidate for a given position who exactly fits the requirements. For instance, an application comes in today asking for a teacher of physical training and expression for a western college which was established by a certain church and so demands that all its instructors shall belong to that church—not an easy combination to find. If we have one or two—rarely **MORE**—candidates who exactly fit each application fortunate, and no teacher contemplating joining our agency need hesitate because of probable competition with other members. To give the individual teacher individual attention and support for the fitting place is the aim of recommendation work, and that this is a successful basis of operation is proved by the **APPLICATIONS.**

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NEW ENGLAND AND NATIONAL

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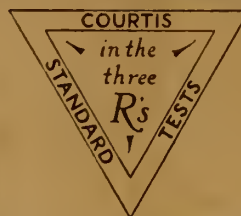
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NEW ENGLAND AND NATIONAL

Vol. LXXXIII.—No. 19

MAY 11, 1916

A. E. WINSHIP, Editor

TRANSFER OF GENERAL POWERS

BY JOHN G. THOMPSON

Principal Fitchburg (Mass.) Normal School

"Do these pupils get anything out of their work in printing besides drill in spelling, punctuation, capitalization, and special skill connected with the printer's trade?" asked the visiting educator. "Yes," replied the teacher of printing, "they learn to be neat, painstaking, reliable and accurate."

"You mean in their work as printers only," replied the great educator. You know experiment has shown us that the general powers you mention are not transferable to other fields, but must be acquired anew in each field."

"Pardon me," replied the printer, "but all my experience and observation shows the opposite. If what you say is true, a good deal of the work at this school is not 'functioning,' if I may borrow a word. Let me explain. A year ago the students were told that the hen-house, capable of accommodating three hundred hens, was available for any two or three of them who desired to use it for raising hens on their own responsibility, to be sold to the boarding halls at regular market prices later. Two of the students accepted the opportunity, bought four hundred chickens, fed and cared for them for eight months, and sold them to the boarding halls.

"It was assumed that the project would develop in these students to a certain extent, the power to take responsibility, and a realization of the value of painstaking in addition to special knowledge of how to raise hens, how to keep books, draw checks, and other similar business transactions, for the students started with a bank account, paid all their bills by check and kept detailed accounts."

"Such a project will develop responsibility only in connection with raising hens and the power so developed will not be transferred to raising strawberries or to washing windows by contract as I understand some other students of the school have done," replied the educator.

The question of the transfer of these so-called general powers is one that is dividing educational opinion just at present. Based upon some entirely inadequate experiments, seemingly dogmatic statements are being made, statements that if wrong are likely to misdirect educational procedure. In the discussion of this matter, as so often is true in all discussion, there is a decided lack of definiteness and clearness in the use of terms, in this special case, in what is in-

cluded under the term general powers and of what is meant by the term. Some include skill of hand, skill in mental operation, memory, imagination, judgment and reasoning.

General power as used in this article does not include any of these. Memory, for instance, is almost always a localized function. Physiology has demonstrated this. Visual memory, auditory memory, tactile memory, and other forms of memory are the result of the action of entirely separate parts of the human anatomy, and therefore special powers. Skill is always understood to be a special training, while accuracy, like imagination, is dependent upon knowledge, stored up impressions, or facts. There is, however, a general power. It is always, as used here, the application of a general idea derived by induction from a large number of particular truths or ideas or facts. A basal law of biology and psychology is

that thought tends to go out in action. A general idea goes out in general lines of action.

A little girl is taught very early in life that she must keep her hands clean, that she must keep her face clean, and her hair combed. At first she comes to nurse or mother to have her hands cleaned when they are soiled, then later she is able to wash them herself. Still later she adds the idea that the finger nails must be kept clean, that her hair needs to be occasionally washed, that the teeth must be cleaned regularly, and so on, step by step, she builds up the general idea of neatness and cleanliness so far as her own body is concerned. When she plays with her dolls she transfers this idea to the dolls, and combs their hair, washes their hands, and "tidies them up." She soon adds to this idea of cleanliness of body, or perhaps develops at the same time with it, the idea that her clothing must be clean, and she is disturbed if her apron or dress is soiled. She transfers the same idea to her doll's apron or dress, or other clothing, to her doll carriage, to the lap-robe, to the table-cloth in her own dining room and the table-cloth on the doll's dining table.

As she builds up the general idea of neatness and cleanliness she will notice dirty window-panes, dirty floors, disorderly and dirty front yards and back yards, school yards and school-rooms, public streets and railway stations. Thus her idea of neatness and cleanliness may be extended from keeping her own little hands



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State Commissioner Elect,
Massachusetts

clean to keeping the public streets and public places in her city clean. It is worthy of notice in passing that those who are most zealous for public cleanliness have usually never had any experience in cleaning public streets and public parks. The idea of a clean street, a clean and attractive park, and usually of a clean yard about a house, has been transferred from the idea of neatness and cleanliness developed in some other field.

Thus the idea of neatness is a spreading general idea including constantly more and more in its field. The field has widened through actual doing; that is, the actual righting of unclean conditions through observation and precept. The general idea of neatness and cleanliness is exercised as a general power affecting all lines of human activity with which the general idea is connected. Other general powers or general ideas put into action are: painstaking, reliability, orderliness, system, economy.

A student working in the printing office is led to establish the general idea of neatness through repeated illustrations showing that otherwise his work will be inefficient and unsatisfactory. In the same way he may develop the general idea of painstaking and striving for accuracy. He gains from repeated experiences with proof the general idea that accuracy is not only desirable in printing, but that without it printing is practically worthless. It is absolutely necessary that the work should be accurate. To be accurate he must be painstaking. The piece of printing is also of no value if it is soiled, therefore he has to be neat.

Now, from printing alone he has formed general ideas of neatness, painstaking and reliability. He may also form general ideas of order and system, of economy of material and time, of taking responsibility for certain parts of the work, of thoroughness, and he may from continued experience in printing, pretty well fix these general ideas into habits of action. Accuracy is to be carefully distinguished from striving for accuracy, or painstaking, for accuracy in each field depends upon special knowledge and is a special power or skill, while striving for accuracy is a general power.

If he is transferred to another field of work, let us say horticulture, will he carry over any of these general powers?

The human mind seems to have the power or tendency to organize its materials. However the mind is considered, or whatever may be the fundamental psychological belief of the one considering it, the fact that experience and results of experience which build up what we call the human mind, do become organized to some extent, greater or less, depending upon the individual mind in question, is a truth. That the organization of mental materials into fixed groups with a tendency to remain fixed, is characteristic of the human mind, is also true.

Professor William James says that some human minds suggest a large number of adjacent walled cities, and that all ideas connected with a central theme or subject are collected in-

side one wall and that none of them get over it to join with ideas inside another wall, or if they get over they are soon back again. He adds that a person with a mind like this is in common parlance called an "old foggy," and that most people become old fogies at about the age of twenty-two.

General ideas derived from particular experiences do tend to remain connected with those experiences. It is the business of the instructor and guide, the teacher, to see that these general ideas are brought over to other sets of experiences. The mind will ordinarily do this as a result of simple suggestion such as the simple pointing out that the necessity of neatness which has been derived from the experiences in the printing shop is just exactly as necessary in working in a dentist's office.

When the idea of neatness is carried over from experience in the printing shop to experience in the dentist's office the one carrying it over finds neatness must be brought about in a different way, that the neatness of the printing shop produced by the use of soap and water must be carried in the dentist's office to a greater extent by the use of antiseptics and germicides.

But the transfer of the idea of neatness, the ordinary human mind will make by simple suggestion, sometimes by auto-suggestion. Any individual who has really made the transfer is guided in his action by it and does not need to get the idea of neatness as a new idea because it is to be applied in a new field. Practice and habit will of course strengthen it as they strengthen all ideas in action.

This power of transferring general ideas developed in one field of experience to new fields of experience is what distinguishes the higher minds from the lower. A weak-minded person can be taught to set a table for six diners with precision and accuracy. Usually such a weak-minded person is entirely lost if dishes are provided to set the table only for five. Of course with a mind of this character it is almost impossible to develop any general idea, to say nothing of carrying this general idea from one field to another.

Then there is the next higher type of mind which, like the mind of the old foggy, may develop one general idea in connection with special fields, but which will not transfer these general ideas to any other field except the one in connection with which the idea was developed. Or if the general idea is transferred to a new field it does not become fixed in connection with that field, but has a tendency to jump back inside the walled city from which it came, or must be fixed anew each time for each field by habit.

So that if you convince the old foggy type of mind by argument and reason that neatness is just as necessary in connection with personal appearance and personal habits as it is in printing, the transfer is made only temporarily, unless by repeated experiences resulting in habit the general idea of neatness is also developed in

connection with personal appearance. With this type of mind every transfer of the general idea must be fixed by long training resulting in habit. But even here the question arises, How many times, in connection with how many different fields, must the general idea of neatness be developed before the idea will be transferred spontaneously by the individual to a new field?

Then the third and higher type of mind has a power that may perhaps be called generalizing from general ideas, or that which is in effect the transfer of a general idea developed in a particular field to other fields without requiring new experiences, and a repeating of the process by which the idea was first developed, for every new field. This is the highest type of mind, the mind that reaches out towards the goal of the philosopher, the one general idea which will include and comprehend all ideas, all thoughts, all experiences, that which some call God.

The child mind is likely to begin in a state similar to that of the weak-minded adult and with similar powers from this to advance through the old foggy state by proper direction, guidance,

and experience to the third state. This development is the business of education.

The human mind, instead of being a collection of walled cities, should be more like a boiling cauldron with particles floating on the surface, all that below the surface being considered as the unconscious or subconscious mind. The particles unite into more or less distinct masses, but they are easily broken up and re-united into other masses so that any single particle may in a particular time have passed through almost every group, and so that collections of particles representing in the figure, inadequately of course, general ideas may move from one mass to every other. This is the mind of the poet, the seer, the philosopher.

The lowest type of mind may never have any conception of providence or goodness or God. The second type may see him only in terrifying disturbances of the natural order, earthquakes, hurricanes, eruptions of volcanoes, and great wars, while the highest type like Spinoza, "the God intoxicated philosopher," will find him and see him in everything and everywhere.

EDUCATORS AS I HAVE KNOWN THEM —(XXI)

BY A. E. WINSHIP, EDITOR

UNITED STATES COMMISSIONERS OF EDUCATION.—(III.)

GENERAL EATON AND COLONEL DAWSON.

The second United States Commissioner of Education was General John Eaton, a native of New Hampshire, a worthy son of New England, a brilliant soldier in the Civil war, a man of commanding presence, of intense conviction, indomitable courage, noble patriotic spirit, with ardent Christian devotion.

I had known General Eaton before I came to the *Journal of Education*, as we were both somewhat active in Congregational counsels at a time when the warring theological factions were bitterly assailing each other in what appeared to be a death grapple, so that when I came to the *Journal of Education* he had strong convictions as to what my editorial policy should be, and our differences were most uncomfortable for both of us.

Colonel Dawson had succeeded him and I had extended the right hand to the unknown educator from Georgia, in which welcome I stood almost alone.

My associate, William E. Sheldon, had been intensely in earnest in the advocacy of Dr. Emerson E. White, and Dr. A. D. Mayo, who had been on the editorial staff of the *Journal of Education*, was greatly disgusted that President Cleveland had made this appointment. My situation was not altogether comfortable.

Indeed, among my educational associates I stood practically alone in offering no criticism

for the appointment. I saw the point of view of the Southern people.

This was their argument: General Eaton had been appointed because he had been in the Northern Army, and had not been prominent as an educator prior to his appointment. Now that the opposing party was in power, why not appoint an officer of the other army in the interest of peace?

Colonel Dawson was a rare gentleman, faultless in character, loyal to public education, acceptable to the leading school people of the South, and President Cleveland was led to believe that nothing could do as much for the improvement of education in the South as to appoint such a Southern man.

Educational history will always say that President Grover Cleveland listened to politicians instead of educators, but I then saw, as I see now, that he may have thought he had the interests of education in the South at heart in the appointment.

My first meeting with Colonel Dawson was after his appointment and at a dinner party in Baltimore given by my very loyal friend, Hon. M. A. Newell, the State Superintendent and principal of the State Normal School, and one-time president of the Department of Superintendence.

Dr. and Mrs. Newell's home was one in which Southern hospitality was at its best, and on this occasion the Baltimore superintendent and several professors of Johns Hopkins University were present. Dr. Newell was a brilliant con-

versationalist with ready wit and vital information, always recent. A trite saying never passed his lips. Colonel Dawson was courtly and courtesy personified. He played the part of a learner. He started conversation with a question, never ended it with an official utterance. He was evidently in earnest in his desire to know what to do and how to do it. The only disheartening feature of the evening was the unconcealed ignorance of everybody and everything in national education. Dr. Newell remarked, privately, afterward that Colonel Dawson's task was evidently impossible, and so it proved. He made no appreciable mistakes, but he achieved nothing and no effort was made by him or his friends to secure his reappointment.

General Eaton was a leader in national edu-

cational counsels. He was always at conventions, associations, and educational conferences. He was also active in political counsels and in religious affairs. His was a striking personality. He was not a philosopher, nor was he scholarly, but he was instinctively a leader, a commander. The Bureau had no money, he had no office force of any account. He did somehow manage to bring out large reports, but they were from three to five years behind the times, due partly to his lack of office help and partly to the Government Printing Office.

His lifelong partisanship made all thought of his reappointment by the President of the opposition impossible.

He became president of Marietta College, in Ohio, and his activities thereafter were those of an ardent champion of Christian education.

We ought to have a great system of industrial and vocational education under Federal guidance and with Federal aid.—President Woodrow Wilson (January, 1916).

NO ONE MAN POWER

[The following editorial from "School" of New York City is well worth reading.]

The state educational bill may be a beneficial measure for communities outside of this city, but it has some features which in the opinion of the school world of New York City would vitiate it in its application to the system of this city. The bill would establish "One Man Power" in the system. This was the principal fault of the state bill which was overwhelmingly rejected only a year ago and was withdrawn before a vote could be taken on it. Why this attempt to establish "One Man Power" after the defeat of last year? Has Deputy Commissioner Andrew E. Finegan learned anything since then? There is no instance on record in the history of educational legislation in this state where public opinion so quickly smashed an obnoxious proposition before the Legislature. The reintroduction of this objectionable provision to confer plenary powers on the City Superintendent of Schools of New York City is an exhibition of contemptuous disregard of public opinion in the school world of this city, and members of the Legislature who respect the views of the twenty-one thousand teachers of New York will make a bad mistake if they do not insist at once on the withdrawal of this section of the bill.

The bill would make the City Superintendent the Czar of the system. Under the powers conferred on him he would have the authority to nominate the associate superintendents, the examiners, the district superintendents, principals and teachers, and he would also have supervision over the janitors. Finally, he could control the supply of textbooks by creating the single textbook list. What call is there for in-

vesting the City Superintendent with all these powers? Who has advocated it in public? When Mr. Finegan addressed the teachers of this city on the subject of "Home Rule" on several occasions he did not mention the subject of "the City Superintendent's Rule." He apparently kept that up his sleeve. The teachers did not suspect that "One-Man Power" was again in contemplation. If Mr. Finegan had been frank and announced at the dinner of the Association of Men Principals that he intended to reintroduce this provision to put a czar over the school system, he would have heard some "winged words" from the principals. They might have asked him if he really believed in "home rule" when he was advocating it, when he was secretly working at Albany with a small group of men to revive a plan that the school world of this city had rejected. After the teachers had obtained copies of the Lockwood-Kincaid bill, Mr. Finegan found out at his secret conference at the Waldorf-Astoria Hotel what the teachers present thought of it. He should keep his promise to them to strike out the provision, and if he does not the Legislature should.

If any member of the dominating party in the Legislature desires to drive a nail in his political coffin he can do so with perfect ease by voting for the clause on page twelve of the printed bill empowering the City Superintendent "to recommend to the Board of Education suitable list of textbooks to be used in the schools," without a fundamental alteration in that clause. As it stands, this would enable the city superintendent to create a most vicious monopoly. It is the old plan, in a new guise, to establish the single textbook list. There is no qualification of language whatever. The City Superin-

tendent, under this proposed authority, could send lists to the Board of Education, with one book on each, and thus keep within the letter of the law. But that would establish the single textbook list and place the business of furnishing the schools with books in the hands of one great corporation, with the result that it would fatten on the schools at the expense of all other publishers. Several times City Superintendent Maxwell attempted, against the advice of his friends, to force the single textbook list through the Board of Superintendents and was defeated. Is the Board of Superintendents to be wiped out of existence because a book monopoly is trying to establish the single book list? The present competitive system is the best because it is honest and prevents monopoly. It does not cost the city one single cent extra, and it enables schools of widely differing needs to make the selections of books that are suitable to their respective necessities. Who wants this single textbook list? All the publishers, who would be excluded from furnishing the schools with books if a monopoly should be created, ought to make common cause against it. They should act quickly. As the principals and teachers would be restricted to one book in each subject they should act, too. They ought to make their power felt now and order books only from publishers whom they know they can trust and who are not sneaking up to Albany to lobby vicious bills through the Legislature.

Another objectionable feature of the bill is the section empowering the new Board of Education that would be appointed "to create, abolish, maintain and consolidate all such positions, boards or bureaus as in its judgment may be necessary." This is extraordinary power to confer on a new Board of Education. It might mean the wiping out of the Board of Superintendents, the different bureaus in the department which have justified their creation, and the establishment of new bureaus under new and untried heads who would be absolutely controlled by the city government. These departments have never been seriously accused of inefficiency, nor has one word intimating graft ever been uttered against them. Millions of dollars have passed through the hands of Superintendent C. B. J. Snyder of the Bureau of Buildings, and there has never been a whisper that dishonesty was practiced in that department. This proposed section would enable any Mayor in appointing members of the Board of Education to mould it to his purpose, and it should be eliminated. It would be a good plan to let well enough alone.

John Muir once said to Mr. Harriman: "I am richer than you are." "Yes," said Mr. Harriman, "but how?" Mr. Muir answered: "Because I've got enough money and you haven't." John Muir placed money in the right place, using it as a means solely to help him to become a great servant of his time. It is not the amount of money we have that counts; it is our attitude towards it that determines whether or not we are dollar-idolaters.—The Christian Herald.

THE BACONIAN SHAKESPEARIANS

[Editorial.]

It is cause for sincere regret that the non-Shakespeare enthusiasts should have made this year their year. It was very generally thought that the intense devotion of the lovers of Shakespeare would succeed by their boundless zeal in the celebration of the tercentenary in quieting public anxiety regarding the authorship of the plays of Shakespeare. Things were really going along smoothly with editorials, magazine articles, new books, pageants and moving pictures until Judge Richard S. Tuthill of the circuit court in Chicago ruled that Bacon wrote the Plays of Shakespeare.

The decision dissolved an injunction issued on the petition of William N. Selig, motion picture manufacturer, to restrain George Fabyan, publisher, and others from completing publication of books supporting the Baconian theory.

The court held that the name Shakespeare had been used simply as a disguise.

The claim of friends of Francis Bacon that he is the author of the works of Shakespeare and facts and circumstances in the vast bibliography of the controversy over the question and proofs submitted herein convince the court that Francis Bacon is the author.

Judge Tuthill said: "That William Shakespeare was born April 23, 1564; that he went to London about 1586 or 1587; that for a time thereafter he made his living working for Burbage; that he later became an actor in Burbage's theatre, and in traveling theatrical companies; that he returned about 1609-1610 to live in Stratford-on-Avon, where he engaged in business to the time of his death, on April 23, 1616, and that Shakespeare was not an educated man, are allegations which the court finds true.

"The court further finds that Francis Bacon was born January 26, 1560; that he was educated not only in English, but in French, Latin, Italian, German, and had a general education equal or superior to any one of his age; that he was the compiler of a book of 1,560 axioms and phrases selected from the greatest authors and books of all time; that in his youth literary people were frowned upon in England, but in Paris literary people were in the favor of the reigning powers and literature was having a renaissance. Bacon went to Paris in his early youth and spent several years in this atmosphere.

"The court further finds that by the published and accounted works of Francis Bacon there is given a cipher which Bacon devised in his early youth when in Paris, called the Biliteral cipher; that the witness, Elizabeth Wells Gallup, has applied that cipher according to the directions left by Francis Bacon and has found that the name and character of Shakespeare were used as a mask by Francis Bacon to publish facts, stories and statements contributing to the literary renaissance in England which has been the glory of the world."

The court further claims that:—

"The claim of the friends of Francis Bacon

that he is the author of said works of Shakespeare, and the facts and circumstances in the real bibliography of the controversy over the question of authority and the proofs submitted herein, convince the court that Francis Bacon is the author."

This throws into the arena a most disquieting element. Many worshipers of Shakespeare are diverting their energies from the demonstration of the glories of the Shakespeare Plays to the bitterest attacks on the judge's decision and the Baconian claimants.

Neutrals find it difficult to understand why persons who love literature with a consuming passion cannot rejoice in the Shakespeare Plays for their own sake.

A prominent woman whose public and platform work are uniformly recognized recently said: "I yielded to the critics in the matter of the early chapters of Genesis, of Job, of the Miracles, and other things dear to me in my early womanhood, but I will not allow anyone to shake my faith in Shakespeare. I would sooner die than entertain the faintest flutter of a doubt in this."

Over against Judge Tuthill's legal decisions we would place the following editorial from *The Oregonian*:—

"The tercentenary of no other mortal could arouse such active interest. The achievements and attainments of no other mortal could arouse such discussion and reflection. 'After God,' Alexandre Dumas once observed, 'Shakespeare has created most.' Next to the Bible his works have been the most widely read and quoted. They have been made the subject of libraries of books written in appreciation, occasionally in criticism.

"The delights of Shakespeare are inexhaustible. His writings do not weary or grow old. They meet every taste, no matter how profound or delicate. The innermost secrets of human nature are laid bare to the accompaniment of the magic word music.

"Shakespeare's mind has been likened to a highly sensitive film which, through the lens of his eye, acquired an accurate picture for future reproduction. But that was the least of his virtues. He saw not merely the external form, but the innermost recesses. Human nature was an

open book. To see a man was to know him, whether that man came within the sphere of his own race and his own experiences or not. How else might he have produced Othello, Iago, Shylock, Cleopatra, Orsino, Caliban, since his days were spent within the limits of his own country?

"The personages met with in Shakespeare are never puppets or caricatures except as men are these things. He never wanders from the high-way of life. Kings and beggars alike are the toys of his fancy, and in their development he does not dwell upon their frailties or bring out a caricature for the purpose of exhibiting some dominating characteristic. Shylock's love of gold is not permitted to rob him of other attributes, which, after all, the real Shylock would cling to. He creates no Frankensteins, no erotic, ill-balanced women. Imagination and understanding are never divorced. In this integrity he has imparted to drama and to literature its finest standards."

DR. ANGELL AND COEDUCATION

BY JANE A. STEWART

Women seekers of higher education and the pioneer college-bred women will always hold in grateful remembrance the late Dr. James Burrill Angell, the pioneer champion of co-education, whose recent passing at the advanced age of eighty-seven brought to a close the long record of a life well spent in educational service.

It is forty-five years next June since Dr. Angell delivered his inaugural as president of the University of Michigan, which at the time of his advent was entering upon its great period of expansion from a small, struggling college to a university now ranking among the ten greatest higher educational institutions in the United States,—“the Harvard University of Michigan.”

Dr. Angell, a keen, virile New Englander, fresh from the presidency of the University of Vermont (previous to which he had served a decade first as professor of modern languages and literature at Brown and then editor of the *Providence Journal*), brought to the task the commanding abilities, the needed serenity, good cheer and tactful sin-

I regard the scout movement as one of the most valuable educational agencies of this generation. One lesson of the present European War is that American boys must be trained in patriotism and in those homely virtues which would make for civic order and social stability. For this purpose I know of no means so effective as those employed by the Boy Scouts. I hope to see the time when every American schoolboy will look forward to becoming a good scout and will be trained to incorporate the ideas of the boy scout into his life as an American citizen.—Dean James E. Russell, Teachers College, Columbia University.

cerity which made him not only a great educator and co-educator, but also a statesman and diplomat of the highest order.

Michigan had then only a thousand students and thirty-five professors, five buildings and a library of 17,000 volumes, and an income of \$85,000. Now the student body is over 6,000, the faculty numbers more than 350, the buildings number over a score, the library contains over 350,000 volumes and the university's annual income (including students' fees) totals \$2,535,260, at last report.

In all this advance, Dr. Angell has been the great, liberal-minded impelling genius. He early had a revelation of what the university should be to the people and attempted to realize his vision. The lecture-rooms were open to the public as well as to the matriculates, and he impressed his students with the high responsibility of culture. He welcomed women students upon the same basis as men. He was the first president of a great university to meet this problem, and he met it on a broad plane, giving the opportunity and en-



JOHN ARTHUR GREENE
Who retires from active leadership in American Book Company

couraging timid young women students to show what they could do. When predictions of evil results were fired upon him, he stood faithfully by his convictions as to the real service of a democratic university giving equal chance to women to equip themselves for life's service and to make the most of their natural abilities.

His personal experience in co-education (which was larger and longer than that of any other man in the world) impelled him to give strong testimony for the support of the principle of co-education. The women students of Michigan University number about a thousand the current year, and many thousands during the years of Dr. Angell's great activities. They have shown ability, independence and sound judgment, have gained high rank as students, and lost nothing of their genuine womanliness. Large numbers of them occupy posts of usefulness and prominence. And all rise unanimously at his passing to honor the grand old educator and president of Michigan University and to call him blessed.

INLAND EMPIRE MEETING

[Editorial.]

In Massachusetts it is practically impossible to get any attendance at a state educational meeting from west of the Connecticut river. One hundred miles is prohibitive! The range of the Inland Empire Association is as great as from Eastport, Maine, to East St. Louis in Illinois, and from Cape May, New Jersey, to Calumet, Michigan.

California, Colorado and Illinois have divided their associations into four associations so as to intensify local professional thought; Washington, Oregon, Idaho and Montana meet together so as to get the greatest reaction one upon the other, professionally.

At the meeting of 1916 at Spokane on every program of much significance each state put forward its best representatives for the occasion. For illustration, one evening the topic was "The University for Community Service," and Chancellor E. C. Elliott of Montana, President M. A. Brannon of Idaho, President Henry Suzzallo of Washington, and President P. L. Campbell of Oregon, each the head of the state university, were speakers.

Spokane is the permanent meeting place of the Inland Empire meeting, primarily because of its location, also because "The Davenport" is literally the best convention hotel headquarters in the United States, because the citizens never weary in playing enthusiastic host, and also because the daily papers, morning and evening, give more space and more intelligent reports of the doings than the papers in any other city. There was not a sensational paragraph about the

meeting all the week. They did not discover any politics or other "mare's nest," but they did give intelligent, appreciative reports of the doings of the general session and of department meetings also.

President H. A. Davee, state superintendent of Montana, made a program that was in delightful contrast with programs of other days, there and other where. One thought ran through the meetings of the general session and in a large measure of the departments. "The Relation of the Schools, high and low, to the Community" was the guiding thought.

Inevitably Washington had the larger number on the program, and Eastern Oregon the larger number of representatives. But Washington had only about the number of speakers to which her relative size entitles her. Oregon, Idaho and Montana had the same number of places on the program. There could have been nothing intentional about this, as thirty different chairmen made the thirty different programs.

The enrollment was near two thousand, which in a population of 2,500,000 in 400,000 square miles was highly creditable. On this basis a meeting of the sixteen states east of the Mississippi and north of the Ohio would have nearly 40,000.

It was not my first week at an Inland Empire meeting, but it was exceptionally enjoyable because in the four years since I was there before I have come to know practically all of these men

and women in their home cities, so that I was able to enjoy the spirit of reunion everywhere and always in evidence.

An especially interesting feature of this meeting was the hearty leadership accorded the new men, among them Chancellor Edward C. Elliott of Montana, President M. A. Brannon of Idaho, President Henry Suzzalo of the Washington State University,—who is by the way to be president for 1917—and President E. O. Holland of the State Agricultural College of Washington.

A STATE'S SCHOOL-SPIRIT STIRRED

BY CHARLES A. WAGNER

Commissioner of Education, Delaware

Among the proofs that this state has had school spirit are a system of local taxation for school purposes and the election of local school commissioners, with more or less zeal, to direct schools for the public, since 1829. With varying degrees of concern or unconcern the school spirit of the eighteen hundreds passed over into the nineteen hundreds. About 1912 a new law relating to the State Board of Education went into effect. Under the changed conditions, a law creating the office of Commissioner of Education was passed. Such an official was appointed, and with the commencement of active service of this official there began a concerted effort over the entire state to heighten and intensify interest in the public schools. This is not said to intimate or to imply that other officials in other capacities had not previous to 1912 made serious and earnest efforts to intensify whatever school spirit existed. That was done and was well done as respects special improvements and local spirit.

First in 1914, at the State Teachers' Institute, the governor of the state, the president of the state college, the commissioner of education, the county superintendents and all the state's teachers and principals, took a pledge "to unite our efforts and to make our endeavors in the schools count for betterment of life and living in Delaware." During the school year upwards of seventy Parent-Teacher Associations were formed throughout the state. Regular meetings, entertaining and instructive exercises, attendance by a total of about 4,000 parents, sums up the figures of the first year's meetings. This year (1915-1916), more than one hundred associations are in existence, are holding meetings, are changing school conditions and school sentiment both in the neighborhood about the school and over the entire state. The more than one hundred associations represent a membership of more than 3,000 persons. The 500-600 public meetings have covered discussions and instruction on almost every important school problem, both those of local interest and those of general importance and appropriateness. By the end of June, 1916, from 18,000 to 20,000 persons will have attended these schoolhouse meetings. As adults, many of these persons never entered a schoolhouse, and none ever gave any conscious thought to the question, "How may I help our school to become a better

school?" Now in every place where the association has "found" itself, not only that question is being answered, but the larger consciousness is being born, "How our community and association may help the state-wide effort."

The most significant import of these figures, however, is not in the 20,000ness. That might be large or small in itself. The great significance consists in this, that 20,000 is just about one-fifth of the entire population served by the state's public schools. That is, one person in each five of the population is now attending meetings in the schoolhouse, is taking part in the exercises, is more or less consciously going to school again, is consciously a participant in the endeavor to make the school and home better.

There is hardly an item of possible school improvement, from the purchase of a thermometer to creation of sentiment for the purchase of a school playground, from the installation of a ventilating heater to the installation of a school library, that these associations have not urged and successfully advocated. These local applications of spirit are now becoming "the fashion," and are leading the way and opening the minds of citizens hospitably to the larger and more radical changes yet to be proposed, explained, justified and incorporated. This state's school spirit is showing a healthy promise of vigorous life and activity.

That state is Delaware, and the spirit of its citizenship is finely honoring its worthy ancestors.

A CHALLENGE TO EDUCATION

BY SCOTT NEARING

Toledo, Ohio

Does education exist for children or do children exist for education?

If children exist for education, then it is just that an objective standard should be created; it is fair that a hard and fast course of study be mapped out in conformity with that standard; it is right that educational machinery be constructed that turns out of the school any child who does not conform to the school system as it is.

If, on the other hand, education exists for children, then child needs must receive first consideration. If any one child, or any group of children, has needs that are not met by the existing educational institutions, then these institutions must be remodeled. If an adequate, congenial education is a part of the birthright of every American child, then educational institutions must be reorganized and remodeled until they provide that birthright.

Already the answer has been formulated. Already educators have recognized the potency of the saying, "The schools were made for the children, not the children for the schools." Hence it follows that no school system is so sacred; no method of teaching so venerable; no textbook so infallible; no machinery of administration so permanent, that it must not give way before the educational needs of childhood.

STUDY OF A VOCATION

BY EARLE E. WILSON

Principal Rogers School, Stamford, Connecticut

[See editorial.]

1. Natural ability necessary.
 - a. Physical.
 - x. Deftness of hand or keenness of eye, etc.
 - b. Mental.
 - x. Quick at figures, good judgment, etc.
 - c. Moral.
 - x. Trustworthy, responsible, etc.
2. Preparation necessary.
 - a. Academic education.
 - x. Elementary, high school, college or normal school.
 - b. Special education.
 - x. Business college, trade school or what?
 - c. Apprenticeship.
 - x. Kind and how long.
3. Methods of entering vocation.
 - a. Apprenticeship, examination or by special education.
 - b. Difficult or easy to enter.
4. Salary.
 - a. For beginners.
 - b. Promotion rapid or slow, intermittent or by stated periods.
 - c. Distant future prospects.
 - x. Greatest earning capacity about what age.
 - d. Will the salary be sufficient after fifteen or twenty years of service to support comfortably the average family?
5. Permanency of position.
 - a. Does it offer a fair prospect for continuous service?
 - b. Is the tenure uncertain and will frequent changes be necessary?
 - c. Is it subject to politics, popular favor or bossism?
 - d. Will there be many or few bosses?
 - x. What degree of personal independence does it offer?
 - e. Are the duties and responsibilities few or many and are they well defined?
6. Is it conducive to good health and long life?
 - a. Will the air be pure and free from injurious particles?
 - b. Will there be plenty of sunlight?
 - c. Is the temperature and humidity what it ought to be?
 - d. Can you have regular hours for sleeping and eating?
7. What opportunities for mental growth does it offer?
 - a. Will it require an active or a passive mind?
 - x. A continually passive mind means loss of mental power.
 - y. Increased activity means growth and power.
 - b. Does it require constant and continuous study and application, keenness of mind, use of judgment, thought, etc.?
 - c. Does the work become with practice automatic?
 - x. A deadening mental process.
 - d. Is there variety, new conditions, new combinations and varying circumstances?
 - x. Demanding more or less of activity of judgment and mental alertness.
8. What social and civic opportunities does this vocation offer?
 - a. What will be your place in the body politic and society?
 - x. As a leader, follower or a nonentity?
 - b. Will you find easy access to most any society or only certain classes of your profession?
 - c. With what classes of people will you be thrown in closest contact?
 - x. Would you be willing to have these people as associates in your home?
 - y. Will their influence be inspiring mentally and uplifting morally?
9. Opportunities for growth morally.
 - a. Will it be an honest living?
 - b. Will it be of real service to humanity?
 - c. Will it offer sufficient opportunity for the soul to grow under the influence of love for the work and real service to mankind?
 - d. Will it stimulate a respect for the divine in man and all nature?
10. The effect of the vocation upon the individual will be reflected in the individual members of the home.

SOURCES OF INFORMATION.

1. First hand information. Personal interviews.
Name in full.....Address.....Occupation.....
2. References looked up.
Title of article...Author...Vol. or number, pages read...
3. More complete bibliography on the vocation.
Title of article...Author...Vol. or number, pages....

A REMARKABLE NEW CONTINUATION UNIVERSITY

Higher education for the boy and girl and for the man and woman who work is the slogan of the twentieth century.

Progress in this direction is marked and no more splendid demonstration of this could have been made than at the recent dedication exercises in a big Philadelphia department store (the John Wanamaker Store) of the new "American University of Trade and Applied Commerce," a most notable application of the "continuation" education plan.

This novel, higher educational institution has

its spacious home on two of the extensive floors of the colossal store on whose present site the first Philadelphia High School once stood. The complete plant consists of University Hall, Princeton Hall, fifteen higher classrooms, the Commercial Institute classrooms, a roof athletic field, and a country athletic field of five acres at Island Heights, N. J.

The equipment is the last word in adaptation to and provision for school needs. "Princeton Hall" is a patriotic reproduction of the famous historic hall in Princeton University, in which the Continental Congress assembled in 1783. The larger assembly room, "University Hall," seats 1,900, 700 being provided for on the unusually spacious stage.

This novel latest addition to the list of American universities claims superiority over "universities of theory" in that its thousands of students have the tremendous advantage of being able to apply what they learn with immediate financial profit to themselves. They not only learn by doing, but learn while doing and are continuously self-supporting. All the store people are eligible and all the present schools of the store are to be made of college rank. Undergraduate work in this Continuation University includes, of course, salesmanship, the science of business, and the study of products. In addition, the broad curriculum provides courses in health and physical culture, hygiene and ethics, economics, physics, chemistry, history of art, English history and literature, nature study, commercial science, decoration, manual training, vocations and trades, business management, English, French and German, and public speaking.

The directors are practical business men, among whom are Franklin N. Brewer, president, and Joseph N. Appel, vice-president of the faculty, and Herman M. Kaeuper, director of education.

Twelve colleges and universities were repre-

sented at the dedication, the speakers including Presidents Mary Woolley of Mount Holyoke College; Henry N. MacCracken, Vassar; H. H. Appel, Franklin and Marshall; G. L. Amwake, Ursinus; J. B. Rendell, Lincoln; Nicholas Murray Butler, Columbia University; J. G. Hibben, Princeton; R. H. Conwell, Temple; J. H. Harris, Bucknell; J. H. Morgan, Dickinson; Dr. Lingelbach, University of Pennsylvania; and Dean Marian Reiley, Bryn Mawr.

It was pointed out by the speakers that in store, in workshop, on the farm, and in the home as well as in the schoolhouse, education will some day stand hand in hand with labor; that employment may become humanizing, civilizing and citizenizing when business is so organized as to give people driven out to work (by home needs, or by discouragement of wasted years or from the deficiencies of the public schools,) the chance to seek fitness to work through the continuation schools. J. A. S.

CRABTREE'S INGENUITY

Hon. J. W. Crabtree, president of the River Falls, Wisconsin, State Normal School, has not only brought together an unprecedented number of students when one considers the location and the nearby normal schools, but he has the greatest range of ingenious devices that we have seen anywhere. One of the most unique is the "Lost and Found" scheme. No announcements are ever made of articles lost and found, and no clerk or attendant has to stop to look over the articles in a drawer.

In the business office is a "bill board" as it were, covered with cloth so that things can be pinned on or hung on. Whoever loses anything goes in there to see if it has been found, and whoever finds anything goes in there and puts it in place.

So greatly interested were we in this when we were there that we had it photographed for us as it was that day. Here it is.



THE "LOST AND FOUND" BULLETIN BOARD

EDUCATORS PERSONALLY

State Superintendent Edward Hyatt of California is one of the uniformly interesting characters in the educational world. He dares to say and cares to say more things that are unconventional than all the other forty-seven state superintendents combined. As a result every paragraph he writes is read as are the paragraphs of no other state superintendent, if we can judge by our observation.

He had a paragraph recently on "The Worm Turns" which we reprinted in the *Journal of Education*, and one man printed 25,000 copies of this and scattered it widely.

For a time the conventionalists did not relish his unconventionalism, but since he has been re-elected again and again, sweeping primaries and elections with wild abandon, he is no joke to the conventionalists.

His latest and most tactful turn is the "Blue Bulletin," a modest pamphlet issued by the State Board of Education, for which only Mr. Hyatt and the three commissioners write, each signing initials to his contributions, as E. H., W. C. W., M. S. M., or E. R. S. We are quite sure that no other educational document in America is so universally read in the state as this is read in California, and we are equally sure nothing else in it is more uniformly read than the paragraphs by E. H. The press of the state has discovered it and quotes from it very generally. From Montessori to Finger Bowls Mr. Hyatt expresses his mind without reservation. He is as distinctive a feature of education as is any man or woman in the country. He is in some respects the successor to Elbert Hubbard in the educational world.

Frank J. Browne, who died in Santa Cruz on February 28, was state superintendent of Washington in the formative days at the close of the nineteenth century. Of those days Herr Wagner says in the *Western Journal of Education*: "During his term as superintendent his leadership was unquestioned. The course of study issued under his direction took the initiative in teaching agriculture in the schools, encouraged manual training, and the unification of the elementary and the secondary schools. The course of study and his bulletins on patriotism, humane education and temperance were notable contributions to educational literature. He did much of the pioneer work that has placed the Northwest in the forefront in educational leadership."

Our personal acquaintance began when he was associated with Ira G. Hoitt in the Hoitt Boys' School at Menlo Park, about 1900. After that we knew him as one of the live wires in education, especially educational politics. He was a man whom every one knew who knew any school men of California.

J. W. C. Gilman has been one of the ablest teachers of penmanship in New England. He is the only man who has been a leader in the teaching of penmanship and in the making of writing books from the days of Spencer and Mason to the present time and he is as much up-to-date in 1916 as he was in 1876. He began as a pioneer and is still a pioneer. He is a master in the art of writing, is an inspiration to a class of students, but above all else he is a brilliant teacher of teachers. Address, 15 Storer street, Boston.

Averages and generalizations tear down high-spots and cover up low-spots.—William H. Allen, New York.

"LATIN WITHOUT TEARS"

BY R. R. DODGE

(Fairhaven Mass.) High School

Probably every Latin teacher has waited more or less patiently while some pupil found the ablative neuter plural of bonus by way of the mental declension of all the thirty-six or so forms which precede. At any rate, I have done so often enough to venture what seemed a rather daring experiment last fall. Since it succeeded surprisingly well and has prevented some tears on the part of the teacher as well as the pupils, it may be interesting to hear about.

I resolved not to teach a single paradigm, and, just so far as possible, to keep the cases as units rather than parts of groups. I also decided not to consciously teach case names.

To this end, I had green cards about 3x2 inches printed in 2-3-inch letters with the endings of the first declension nouns—a, ā, ae, īs,

ārum, ās, am, seven cards in a set. Enough strong boxes were made to provide a box for each pupil. For his first lesson he was given the box with a set of endings. Then a set of these endings was glued on a card in the orthodox order, with case use printed between.

Singular		Plural
a	subject	ae
ae	of—	ārum
ae	to or for—	īs
am	object	ās
ā	by, with, from—	īs

On these we practiced till the right ending was instantly held up in response to the question "object singular?", etc.

Then each pupil was provided with a rubber stamped noun stem for his box and the meanings of all these nouns were learned by the whole class. Then one pupil was given a few stock verbs (dat, dant, est, sunt, amat, amant) and we set up sentences on a sentence

Continued on page 522.

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JOHN DEWEY'S LATEST BOOK*

We know of no other man who has said so many absolutely new things in and about education, none of which have had to be modified, as has John Dewey of Columbia University.

He has no transient dreams such as are the stock in trade of many educational joy riders who mistake the exhilarating thrill of skidding for prize winning. Dr. John Dewey has visions of abiding truth with which he has enriched professional literature, and never more than in "Democracy and Education," which is really a summary of the visions in his earlier books so classified and emphasized as to immortalize them in an educational masterpiece. The teacher or other educator who will read A. Duncan Yocum's masterpiece on Democracy, and E. C. Moore's "What is Education?" and John Dewey's "Democracy and Education" will have the latest word along this line. Each approaches the subject from a different angle, but each leads the reader where he gets a view from a new "inspiration point."

Dr. Dewey has more Claude Lorrain sentences which gather professional landscapes into small compass than any other educational writer. He does with common language what G. Stanley Hall does with uncommon language.

We select a few of the hundreds of such sentences:—

"Conscious life is a continual beginning afresh."

"Culture is the capacity for constantly ex-

panding in range and accuracy one's perception of meanings."

"Any exhibition of energy has results, but an aim denotes that the result signifies that an activity has become intelligent."

"Society should have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder."

"Education is a continuous reconstruction of experience."

"The criterion of the value of school education is the extent in which it creates a desire for continual growth and supplies means for making the desire effective in fact."

The book is a great thought, composed of great thoughts, and develops better thinking by whoever reads it.

It is a perfect arch composed of thoughts that fit into each other securely, resulting in a bridge that carries the reader safely over to new aims in a new professional world.

Any school man or woman who fails to read John Dewey's "Democracy and Education" will be little short of criminally negligent professionally.

BEST EVER, JULY 3 TO 6

The New York meeting of the National Educational Association will surely be the best educational meeting the world has ever known.

More than 30,000 out-of-New York teachers will be in attendance. Every state in the Union will send more teachers to New York than it has sent to any meeting since low excursion rates ceased. It will probably be the largest educational meeting ever held at any time, anywhere.

There will be the best auditorium for a large crowd ever provided for the N. E. A. There will be limitless hotel accommodations.

There will be the first great educational and commercial exhibition ever under one roof at a meeting of the National Education Association. Entertainments will rival anything ever known.

There will be 10,000 teachers who will remain for the summer sessions. Teachers' College of Columbia, School of Pedagogy at the University of the City of New York, University of Pennsylvania, Harvard, and the University of Vermont, the University of Maine, and Massachusetts Agricultural College, universities, colleges and normal schools will give more and receive more than at any other meeting of the N. E. A. For the first time private and parochial schools will be actively enlisted.

"Spot-light for High-spots in New York City's School Work," prepared by Dr. William H. Allen and L. P. Benezet, will be available for such a study of educational New York as has never been had of any other city.

*"Democracy and Education: An Introduction to the Philosophy of Education." By John Dewey. New York: The Macmillan Company. Cloth, 435 pp.

GREENE RETIRES

John Arthur Greene retires from active participation in the management of the American Book Company in order to conserve his energies. Mr. Greene of late has not been in the vigorous health that was his for a third of a century of active leadership in the publishing business.

He has had a remarkable business career. Personally we have known him longer, and more intimately in all the years, than any other man now alive. It is a joy to recall the growth and development of such a leader. We knew him first when he came to Boston from modest life and work in Maine. He was a hustler in the days when that was about all that counted in the school book business. He traveled more miles, worked more hours, saw more school boards in a month than any rival.

We have known no one to surpass his energy and achievement forty years ago.

They start a flying machine on the ground and run it till it touches a fifty-mile pace and can stay on the ground no longer. Thus did John Arthur Greene attain a pace in New England which was beyond New England's capacity and he was called to New York, and for nearly thirty years he was high man in the largest publishing business in the world. But Mr. Greene has never grown away from early friends. He has never been too busy to see them or to write to them. I think he is the best letter writer I ever knew. He never forgets any one, never forgets the faintest detail connected with any one. In capacity, in comradeship, and in character John Arthur Greene has been second to no one whom we have known. We rejoice that his success makes it possible for him to slow down and take life easy.

INLAND EMPIRE

Washington, Oregon, Idaho and Montana are an empire by themselves. The area is about 400,000 square miles and the population a little larger than that of Chicago, or 12,000 to the square mile in Chicago and six to the square mile in the Inland Empire.

These four states are to be thought of as a whole, as an empire of themselves, an empire as large as Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Ohio, Indiana, Illinois and Michigan.

Here are fifteen states, everything above the Potomac and the Ohio, and east of the Mississippi and Lake Michigan! Do you get the picture of that portion of the United States?

One-half the population of the United States in those fifteen states! One-fortieth in the same area in the Inland Empire!

But when you talk of resources the scene changes. In the Inland Empire there is one river more vast than all the rivers in those fifteen states! One harbor larger than the harbors of all the seaports in that Eastern Empire! Many times more lumber! More copper! More

lead than in all the rest of the United States! More fish! More game! More fruit land! Richer wheat land! From six to ten tons of grapes to the acre as against two to three tons! Greater range of vegetation and scenery!

Look backward and the Eastern Empire has all the advantage. Look at the development and it is the same, but look forward and the picture is reversed. Use a microscope and the prize goes to the Eastern Empire. Use the telescope and the Inland Empire wins. Intensively, the Eastern Empire; extensively, the Inland Empire.

CARR WINS

All America, educationally, rejoices over the noble triumph of Superintendent John W. Carr of Bayonne, New Jersey, in being reinstated with all back salary to be paid.

The trouble arose over a contest of architects of the new high school building. Mr. Carr was not satisfied with the action of the board and he made a statement to that effect at a meeting of the board of education. His language was not of the quieting kind, was not such as a board of education usually hears from its superintendent, and the members promptly resented it as it seemed to imply that some of them had been grafting in the transaction.

The board of education "tried" the superintendent on the charge of conduct unbecoming a superintendent of schools. Naturally the board of education found him guilty and dismissed him "for cause."

Mr. Carr appealed to the state board of education and their consideration of the matter was continued for many months, but the decision handed down in April reinstated Mr. Carr with full pay for all the time he has been on a vacation. The point at issue was whether or not his statement to the board of education was adequate "cause" for dismissal and the ruling is that it was not. Evidently the public has been very emphatically with the superintendent, as, indeed, have all school men throughout the country.

NOTABLE DISCUSSION OF CHILD WELFARE

Just what the public schools are doing and how they may render greater service as a vital factor in child welfare, is the conspicuous theme of the Charities and Corrections Conference in session at Indianapolis.

This great national group of social workers has long kept a close tab on educational progress. Educational questions crop out in many places on its inclusive annual program covering "The Family and the Community"; "Feeble-mindedness and Insanity"; "Health"; "Corrections"; "Public and Private Charities"; "Unemployment"; "Inebriety"; "The Promotion of Social Programs"; and "Children."

The chairman of the last named division is appropriately Miss Julia Lathrop, the efficient chief of the Federal Children's Bureau.

A thorough examination of the relation of the

public school to child welfare programs and agencies is proposed by the division on children. The general session and several section meetings will be devoted exclusively to this important theme in its various phases from dietary supervision to juvenile courts. United States Commissioner P. P. Claxton outlines the work of and the need for the school centre in country and city; Superintendent William Wirt, of Gary, Indiana, speaks on "The Gary Plan and Its Social Bearings"; State Commissioner John H. Finley, of New York, tells how social agencies promote the effectiveness of the public schools; Miss Anna Herkner, Maryland Bureau of Statistics, describes "Steering the Child Into Work"; and Mrs. Florence Kelley, secretary of National Consumers' League, and Edward N. Clopper, National Child Labor Committee, are among others who lead the discussions. The topics listed include many timely and stirring problems: "How can the probation officer and the teachers work together?"; "The Schools of the Children's Societies as Experiment Stations"; "School Reports in the Administration of Mothers' Pensions"; "The Juvenile Court and Its Service to Public Education"; "Children's Agencies and the Public Schools"; "School Supervision Beyond School Walls"; "School Credit for Home Work"; "School Training as Affecting Home Diet"; "Visiting Teachers and Their Activities."

Public education problems loom up also in the Division of Feeble-mindedness and Insanity, among the speakers being Miss Ada M. Fitts, supervisor of special classes, Boston, on "How to fill the gap between special classes and institutions"; Dean Arthur W. Holmes, Pennsylvania State College, and Dr. G. S. Bliss, Indiana School for Feeble-minded Youth, on "Dangers of classifying as feeble-minded children who are merely backward and vice versa."

STUDY OF A VOCATION

We are using in this issue "Suggestions for the Study of a Vocation by Upper Grade and High School Students."

It is an outline which Mr. Wilson has used in his school with successful results in connection with work in Vocational Guidance and English. The object is to correlate the work as much as possible with the English work, and to acquaint the child with some of the vocations. It also opens their eyes to some of the things they ought to look out for in a vocation. The work requires that they visit the library and thus become acquainted with the ways and means of research work, the use of the Readers' Guide, etc. It sends them out into the community seeking information from the different people engaged in a particular occupation. Thus another link between the school and the people is created. The pupils are required to submit four essays a year each on a different vocation; so that by the time they have finished the grades they have studied eight vocations. Thus they

are able to make a more intelligent choice of their life work even if they do not go to high school.

Vocational Guidance is here to stay and it is important that superintendents, principals, teachers, students and parents give much attention to the details of this new school-home-community activity.

ROSS DECLINES

State Superintendent W. D. Ross of Kansas has declined an offer of the Greeley, Colorado, board of education of the superintendency of their city schools for a three-year term at a graduated salary of \$3,000 for the first year, \$3,100 for the second and \$3,200 for the third. For Mr. Ross to have accepted even this most tempting offer would have been a distinct shock. His devotion to educational progress in Kansas, his efficiency in leadership, the unprecedented loyalty of the state to him and to his policies make his withdrawal unthinkable.

FARR IN COOK COUNTY

By the appointment of Charles W. Farr as one of the Field Agents of Cook County, Illinois, Superintendent Edward J. Tobin has brought to his aid one of the most efficient rural school leaders in America, a man who will intensify all the strong features of Mr. Tobin's work. Mr. Farr was assistant to Dr. Nightingale, but since then has been the right-hand man of Professor P. G. Holden of the International Harvester Extension activities.

BROWN TO GREELEY CITY

Superintendent G. E. Brown of Wenatchee, Washington, is elected to succeed C. E. Carter at Greeley, Colorado. Mr. Brown has been one of the foremost superintendents in the Pacific Northwest. From any standpoint of administration, of education, and of professionalism Mr. Brown has been a leader among leaders.

Greeley is one of the most tempting fields for a superintendent. Mr. Brown is a graduate of the Greeley State Normal School and has many friends of school days to greet him.

Judge Richard S. Tuthill has reversed his decision and does not rule that Bacon wrote the Shakespeare plays. But we fear that he cannot reverse the public opinion of his original decision.

Headquarters at Kansas City in February will be at both the Muehlebach and the Baltimore, two absolutely first-class hotels, and across the street from each other.

The community centre is as sure to be universal and permanent as is the school system.

Anyway the Bryn Mawr rebellion cannot be charged up to politics or Mormonism.

The legislature defeated the Military Training bill by a vote, two to one.

THE WEEK IN REVIEW

THE GERMAN REPLY.

The German reply to the United States upon the submarine issue seems irritating in tone. It is easy to pick out the paragraphs in the letter which are meant for German consumption, and those, fewer in number, which are intended to avert American anger. The letter admits casually that it may have been a German submarine which torpedoed the *Sussex*; and suggests the need of further inquiry. It professes that Germany has been more considerate of neutral interests than Great Britain; alleges that German submarine warfare has been in "self-defence against the illegal conduct of British warfare"; and charges the United States with discrimination because it has not resented the British blockade with the same fervor which it has shown regarding the German use of submarines.

A CONCESSION.

All this, however, and more of the same sort, leads up to the definite announcement that German naval forces have received the following order: "In accordance with the general principles of visit and search and the destruction of merchant vessels recognized by international law, such vessels, both within and without the area declared a naval war zone, shall not be sunk without warning and without saving human lives unless the ship attempt to escape or offer resistance." It gives as the reason for these orders the desire of the German Government to prevent things from taking a course which might seriously threaten the maintenance of peace between Germany and the United States, and declares its intention "to do its utmost to confine operations of the war for the rest of its duration to the fighting forces of the belligerents, thereby also insuring freedom of the seas."

IS THERE A STRING ATTACHED?

The sincerity and value of these assurances can only be determined in the light of future events. The concluding paragraphs of the letter suggest that a string is attached to the promises given. The German Government professes that it does not doubt that the Government of the United States will now demand and insist that "the British Government shall forthwith observe the rules of international law universally recognized before the war" as laid down in the notes from the United States to Great Britain, and declares that "should steps taken by the Government of the United States not attain the object it desires, to have the laws of humanity followed by all belligerent nations, the German Government would then be facing a new situation in which it must reserve to itself complete liberty of decision." This appears to convey a direct menace of the resumption of submarine warfare upon merchantmen, if the United States does not coerce Great Britain into the abandonment of her blockade of German food supplies.

ANOTHER MURDEROUS RAID.

It is very unfortunate that, just as a working

agreement had been reached at the conference between General Scott and General Obregon, which was satisfactory to our government, and seemed likely to be approved by Carranza, the Mexican situation should be complicated by another murderous raid across our border. This time it was Glenn Springs, Texas, which suffered. The little garrison of nine soldiers was taken by surprise; three of them were killed and the others wounded; and then the Mexican ruffians ran amuck, killing civilians, and burning and looting promiscuously. It is not clear whether the raid was the work of Villa's followers or of Carranza men, but practically it does not make much difference. There must now be another almost hopeless pursuit along a new trail; and meanwhile a distribution of troops along the border in sufficient numbers to protect the border towns and to keep open the lines of communication.

CONSCRIPTION AT LAST.

The Asquith Cabinet has found it impossible longer to withstand the pressure in favor of conscription, and has introduced a bill providing for immediate and general compulsion in military service. The struggle has been a long one, and, up to a few weeks ago, it seemed that Mr. Asquith would be able to adhere to his policy of exempting married men. But, if he had done so, he would probably have wrecked the Cabinet. Yet, the disclosures which he made incidentally show that Great Britain has been meeting the strain upon her to an extent not generally realized. When the war broke out, in August, 1914, the British army, at home and overseas, consisted of twenty-six divisions. Now, there are seventy-one divisions, including the naval division. Altogether, excluding India but including the colonies, there are eighty-three divisions, and the total naval and military effort of the empire, since the beginning of the war, exceeds 5,000,000 men.

END OF THE MESOPOTAMIAN CAMPAIGN.

The campaign in Mesopotamia has ended disastrously for the British in the surrender of General Townshend's force at Kut-El-Amara on the Tigris river, about thirteen miles below Bagdad. This force, numbering at the last about 10,000 men, of whom about 6,000 were Indian troops, had stood out against a five-months siege, and was simply starved into submission. An army was sent to its relief months ago, but it encountered strong Turkish forces and, after repeated battles, was unable to get within twenty miles of the beleaguered garrison. Flood conditions on the Tigris held it back; and a last desperate effort to get supplies to the suffering garrison failed by reason of the stranding of the relief ship in the Tigris. The object of this campaign was the capture of the ancient city of Bagdad. Not only has that failed, but the army attempting it has been practically wiped out, after heroic resistance. The failure ranks next to that at Gallipoli.

A GREAT PLAN AND PLANT

At Chazy, Clinton County, New York, twelve miles from Plattsburg, under the leadership of Dean George R. Mott there is planned one of the most unique and useful school institutions in the United States.

One of the best farms in the country and one of the most widely known farms is given for this "Endowed Public School," which is to provide for all children of the township, absorbing the village school and ten one-room rural schools.

There will be provision for five hundred pupils and students from kindergarten through the high school.

All reasonable academic study will be provided, but emphasis will be placed upon agriculture, manual training, domestic science, household arts, music, arts and crafts, and kindred attractive studies for culture, vocation and education.

The school building is being erected and school work will begin next September.

Mr. Mott has a great vision of what a public school should be and can be, and apparently he will have the means and the freedom for its realization.

"LATIN WITHOUT TEARS"

Continued from page 517.

rack. This they enjoyed and did very well. After a day or so we added to each box an adjective stem using the noun ending for the adjective, but carefully noting that we could not say a "good sailor" or a "good farmer."

This work we continued through the second declension of nouns, some boxes having neuter and some masculine nouns. We also used adjective boxes for first and second declension adjectives and made all sorts of combinations for our sentence rack.

After about a week I found we were talking glibly about nominatives, genitives and accusative cases, but I do not know when we learned them.

For nouns and adjectives beyond the first and second declensions and for review work, we stamped our endings in green ink on a kindergarten chart like this:—

Decl. 1.	Decl. 2.
ārum	ī etc., etc., for the
a	ō other declensions
īs	us
ās	e
ā	ōrum
am	ōs
ae	um
	īs

This chart we use every now and then to revive our knowledge, reciting usually the use rather than the case names. The verb we treated in a similar way; the personal endings being on cardboard—green, but of a narrower width so

as to keep the verb distinct from the noun. The tense signs were in cherry and the characteristic vowel in yellow.

These were also stamped in their characteristic colors on the kindergarten chart where they are in frequent use.

A drawing board and thumb tacks furnished a little variety from the sentence rack.

The boxes proved much too weak for the verbs and succumbed very early in the work. We were obliged to substitute stout envelopes.

These practice cards held the interest of the class for about two months. Then they were called in and put away for another class of beginners, after playing their part in the scheme for Latin without tears.

GENERAL INFORMATION TEST

The extent of general information which their pupils possess is a matter of prime interest to all teachers. The alert faculty of the Friends' Select School, Philadelphia, have a way of their own to determine this. They hold an annual test of general information each spring. A list of one hundred timely, pointed queries is made out and submitted to the students. The results are tabulated; and pupils who were not up on these topics of general interest before the test, thus have their deficit made good.

The 1916 test just completed showed a minimum general average in the school. This is a private college preparatory, co-educational school conducted under the auspices of the Friends' denomination (Orthodox), attended by several hundred students; and it has considerable prestige for the character of its instruction and its instructors.

Only 32.3 of the 100 questions were correctly answered on the average. The girls made the two highest scores—73.5 and 72; while the boys made a slightly better general average—33.8 as compared with 30.8 for the girls.

The questions were not difficult by any means; but a glance at the following typical selections from the list may show teachers that perhaps they are not able to answer many more than did the boys and girls of the Philadelphia school:—

To what did the Bible reading of this morning refer?

Connect the following with some recent event: Henry Ford, Edith Cavell, Yoshishito, Major Robert R. Moton, General Carranza, Louis Brandeis, Lindley M. Garrison.

Why are the following well known: Lord Kitchener, Booker T. Washington, Brand Whitlock, Colonel E. M. House, Lady Eglantine, Baroness von Suttner?

What is Scotland Yard?

Between what points has the Pennsylvania Railroad recently been electrified?

How many persons were in Noah's Ark?

Name the authors of the following: "Uncle Tom's Cabin," "The Autocrat of the Breakfast Table," "The Last of the Mohicans," "Paul Revere's Ride," "Nicholas Nickleby," "Gulliver's

Travels," "Kidnapped," "Parsifal," "The Divine Comedy," "Poor Richard's Almanack."

What is the motto of the United States?

To what states do the following names refer: Bay State, Keystone State, Hoosier State, Garden State, Granite State, Buckeye State, Old Dominion, Empire State.

Complete the following quotations:—

"Truth crushed to earth
"Of all sad words
"Full many a flower
"It's a long way
"God's in His heaven
"And the cares that infest the day
"They also serve

In what general direction does the Panama Canal run?

Who in the United States has power to declare war?

What river runs through the Grand Canyon of Arizona?

What is the maximum weight carried by parcel post?

What causes the eclipsing of the sun?

Locate Cettinje, Salonika, Mt. Vesuvius, Fujiyama, Heligoland, Sault St. Marie, Trafalgar Square, Master Walter's Home, Spruce 20.

LITTLE FOLKS TALES

Principal Frank F. Carr of the Claflin School, Newton, Massachusetts, has issued in highly attractive form a book of work done by children of the fourth grade. There are fourteen original rhymes, three original stories, three original fables and twelve other productions by the little people in the fourth grade.

Here is a rhyme by Elizabeth Fuller:—

THE BLACK CAT.

You little black nigger,
You're shaped like a figure,
Your eyes are as bright as the stars,
You run, oh, so fast,
As if on your way to see Mars.

Doris Stephens wrote on:—

THANKSGIVING.

Mr. Turkey. roasting in a pan,
You look so brown and smell so good,
You tempt most any man.
Apples, oranges, nuts and dates,
And lots of good things heaped on plates.
It makes your mouth water and all I can say,
I'm glad, very glad 'tis Thanksgiving day.

Thelma Cunningham wrote on:—

CHRISTMAS EVE.

One Christmas Eve as I lay in bed,
I heard a noise above my head,
I was much frightened and quickly said:—
"Can this be Santa all dressed in red?"
He looked in my stocking and how he did grin,
For it was too small to put a doll in.

We find such writing as this in many cities in every section of the country, but we know of no other principal who has issued the work of the children in such attractive form.

COMPARATIVE EXPENSES

[Report of National Education Association.]

Teachers' salaries in comparison with other items of total school expenditures in cities having 25,000 and fewer than 100,000 inhabitants, 1913-14:—

[Figures indicate per cent. distribution.]

Cities.	Salaries of Teachers.	Board of Education and Business Offices.	Superintendent's Office.	Textbooks.
Montgomery, Ala.	78.67		4.82	
Berkeley, Cal.	71.48	1.67	1.04	
Pasadena, Cal.	71.11	2.50	1.25	
Sacramento, Cal.	66.70	.61	.97	
San Diego, Cal.	66.88	2.12	1.00	
San Jose, Cal.	71.62		2.63	0.54
Colorado Springs, Colo.	64.44	2.66	1.96	.91
Pueblo, Colo.	58.07	2.17	3.06	1.86
Meriden, Conn.	54.01		3.20	2.46
New Britain, Conn.	58.41	.72	1.92	1.94
Norwich, Conn.	61.13	.95	3.07	.39
Stamford, Conn.	55.80	.18	3.38	1.25
Waterbury, Conn.	64.60	.31	1.99	2.97
Macon, Ga.	65.72	.71	4.19	
Aurora (east side), Ill.	54.47	.92	3.58	
Bloomington, Ill.	61.80	.74	3.81	
Elgin, Ill.	54.11	.67	2.90	
Peoria, Ill.	58.89	1.73	1.30	.55
Quincy, Ill.	60.57		2.20	.29
Rockford, Ill.	66.39	.79	1.59	
Springfield, Ill.	67.50	4.56	1.91	.04
Evansville, Ind.	66.81	.87	1.95	.33
Fort Wayne, Ind.	59.21	.23	1.70	.21
Terre Haute, Ind.	59.01	3.32	1.29	
Cedar Rapids, Iowa	62.20	1.35	1.96	2.42
Clinton, Iowa	54.98	1.14	3.73	1.78
Davenport, Iowa	57.21	1.15	1.46	4.88
Des Moines, Iowa	60.64	1.11	.86	4.35
Sioux City, Iowa	60.79	2.90	1.70	.60
Kansas City, Kan.	63.06	5.94	1.60	
Topeka, Kans.	64.21	1.13	2.15	.19
Wichita, Kans.	70.98	1.18	1.53	.42
Covington, Ky.	67.78	1.26	3.13	.18
Shreveport, La.	56.90		7.16	
Lewiston, Me.	65.29	1.27	3.38	2.10
Brockton, Mass.	67.78	.65	1.28	.26
Chelsea, Mass.	64.74		1.90	2.55
Chicopee, Mass.	63.78	.82	3.36	1.44
Everett, Mass.	60.80		2.92	2.51
Fitchburg, Mass.	64.03	1.26	3.29	4.97
Haverhill, Mass.	67.81		2.18	3.76
Holyoke, Mass.	60.30	1.54	1.91	1.81
Lynn, Mass.	62.10	2.00	2.06	3.45
Malden, Mass.	64.14	.26	2.30	1.68
New Bedford, Mass.	63.63	1.26	2.35	2.07
Newton, Mass.	75.26	1.53	1.83	1.71
Pittsfield, Mass.	63.38	.71	2.24	3.08
Quincy, Mass.	66.42	1.18	2.10	2.99
Salem, Mass.	57.35	.85	2.93	3.91
Somerville, Mass.	65.89	.18	1.93	1.81
Springfield, Mass.	62.45	.77	2.30	2.42
Taunton, Mass.	64.73	1.44	2.27	1.87
Waltham, Mass.	58.34	1.11	2.41	1.89
Battle Creek, Mich.	56.13	1.33	2.76	2.45
Calumet, Mich.	66.12	1.13	2.30	.71
Flint, Mich.	50.25		1.48	
Jackson, Mich.	63.76	4.22	1.68	.06
Kalamazoo, Mich.	61.77	3.94	2.96	.24
Lansing, Mich.	57.67	1.13	2.07	7.17
Saginaw (East side), Mich.	66.10	3.82	2.25	1.95
Joplin, Mo.	54.70		2.82	.37
Springfield, Mo.	68.92	1.53	3.61	.39
Lincoln, Nebr.	65.10	2.15	1.35	1.94
Manchester, N. H.	69.73	.56	3.16	2.23
Camden, N. J.	60.51	2.26	1.86	2.72
East Orange, N. J.	60.36	2.11	2.26	1.82
Hoboken, N. J.	72.47	1.12	.87	1.55
Passaic, N. J.	67.41	1.87	3.16	2.43
Perth Amboy, N. J.	75.18	.63	2.58	1.75
Trenton, N. J.	76.04	1.52	1.81	2.26
West Hoboken, N. J. ..	70.28	.81	2.55	2.23

Amsterdam, N. Y.	45.03	.98	3.12	.77
Auburn, N. Y.	60.55	1.83	2.66	.71
Binghamton, N. Y.	71.55	2.03	2.13	2.58
Elmira, N. Y.	60.82	1.46	3.02	.26
Jamestown, N. Y.	60.66	1.74	1.80	2.52
Kingston, N. Y.	56.92	1.16	3.39	2.52
Mount Vernon, N. Y.	57.49	1.69	1.32	2.10
Newburgh, N. Y.	51.01	.01	2.49	1.83
New Rochelle, N. Y. ..	63.52	1.22	2.70	1.88
Niagara Falls, N. Y. ..	59.81	1.14	1.58	1.71
Poughkeepsie, N. Y. ..	54.49	1.38	2.34	2.76
Schenectady, N. Y.	61.18	1.52	1.40	2.89
Troy, N. Y.	61.83	2.06	1.73	.42
Utica, N. Y.	64.66	.75	1.71	1.10
Watertown, N. Y.	57.36	.37	6.88	1.22
Yonkers, N. Y.	66.27	1.67	2.18	2.19
Charlotte, N. C.	64.34	.71	5.25	.56
Akron, Ohio	61.68	1.65	1.83	2.77
Canton, Ohio	64.16	1.76	2.14	1.81
Hamilton, Ohio	69.61	.85	2.93	.96
Lorain, Ohio	58.66	2.12	2.60	
Newark, Ohio	62.15	1.04	3.81	.23
Springfield, Ohio	63.79	1.12	1.59	1.26
Youngstown, Ohio	58.88	1.31	1.60	2.50
Muskogee, Okla.	60.66	2.91	4.47	.14
Allentown, Pa.	61.62	2.51	2.04	6.08
Altoona, Pa.	51.08	1.93	2.21	2.77
Chester, Pa.	56.63	1.32	2.56	3.01
Easton, Pa.	57.63	1.37	3.99	3.17
Erie, Pa.	51.75	5.85	1.61	2.74
Hazleton, Pa.	67.25	.90	3.64	2.56
Johnstown, Pa.	57.24	4.70	2.03	3.07
Lancaster, Pa.	67.01	.38	1.58	3.44
McKeesport, Pa.	50.21	3.56	2.62	3.15
Newcastle, Pa.	55.69	4.53	1.87	2.54
Norristown, Pa.	65.06	4.63	3.86	3.86
Reading, Pa.	67.15		4.16	2.44
Wilkes-Barre, Pa.	63.15	2.00	1.57	3.76
Williamsport, Pa.	56.11	3.03	2.02	4.58
York, Pa.	61.75	.77	2.28	3.10
Newport, R. I.	61.63		3.52	1.60
Pawtucket, R. I.	67.29	.23	1.77	2.41
Warwick, R. I.	30.63	1.83	3.23	3.15
Woonsocket, R. I.	71.04	1.71	3.83	
Charleston, S. C.	63.10	1.01	2.92	
Columbia, S. C.	79.54		3.41	
Chattanooga, Tenn.	65.56	1.49	2.31	
Knoxville, Tenn.	66.03	.70	2.79	
Austin, Tex.	66.22	.59	3.60	
El Paso, Tex.	71.03	2.41	4.18	.15
Houston, Tex.	72.51	.70	1.27	
Waco, Tex.	66.51	1.82	1.80	
Ogden, Utah	64.01	1.88	2.07	2.33
Salt Lake City, Utah...	63.35	2.44	1.61	4.05
Portsmouth, Va.	65.74	2.28	3.13	.17
Roanoke, Va.	70.57	1.59	2.60	
Tacoma, Wash.	64.51	3.77	2.35	1.98
Green Bay, Wis.	58.79	1.29	2.87	.69
La Crosse, Wis.	59.27	1.42	2.71	2.17
Madison, Wis.	57.86	.24	3.92	.27
Oshkosh, Wis.	62.82	.15	2.97	1.30
Racine, Wis.	61.71	1.09	2.88	.34
Sheboygan, Wis.	58.76	.52	3.33	.24
Superior, Wis.	58.97	1.18	2.73	2.05

TWINS BROKE WORLD'S RECORD IN CANNING

World's record breaking is no easy task, as evidenced by the stories of Knox County's (Tennessee) four canning club girls, who claim the distinction of being champion variety canners: Mabel Flenniken, Maude Flenniken, Madge E. Parham and Gladys E. Parham. These "twins" shattered the record made by a Utah girl who put up ninety-nine different varieties. Mabel and Maude Flenniken canned 126 different products, while Madge and Gladys Parham are accredited with 105 varieties. Both twins cultivated one-tenth of an acre, or one-twentieth of an acre apiece. Maude Flenniken gathered 458 pounds of tomatoes off one-twentieth of an acre. A good profit was made. The whole profit for all the 125 Knox County canning club girls has been estimated to exceed \$2,000.

The expenses of the Parham twins were: Cost of production, \$9.43; cost of canning, preserving, etc., \$5.22. Receipts amounted to: Fresh vegetables, \$3; estimated value of canned goods, \$20.59; vegetables for home use, \$9.52, making a net profit on one-tenth of an acre of \$18.46.

A cluster of three unusually heavy tomatoes were grown by Madge and Gladys Parham. One tomato weighed 2½ pounds; another 2 pounds, and the third 1½ pounds.

Eight hundred and six pounds off one-twentieth of an acre were gathered by Mabel Flenniken. She had the remainder in beets, squashes, beans and butter beans. "My receipts off my tenth acre were \$39.10. My expenses were \$6.28. This made a profit of \$32.82. I canned 244½ quarts of surplus products off the farm, which amounted to \$68.85. My total receipts for the year were \$105.50. My total profit was \$92.52. I have taken great interest in the canning club work since being a member and have not been satisfied unless I worked constantly. I expect to remain in the work, for I find it the best work I ever attempted."

Maude Flenniken got 458 pounds of tomatoes from one-twentieth of an acre. The tomatoes gathered were of good size, some being extra large. "They were uniform in size with very few rough and rotten ones. The yield from the tenth acre plot netted \$30.06. My expenses were \$11.47. The surplus products off the farm amounted to \$77.70. My total receipts were \$112.76. Total profits, \$101.29. I fought the weeds and succeeded in keeping them down until the plants quit bearing.

"This is a small estimate of what I have learned, and if the club officials and club members are willing to keep me for another year I expect to put my shoulder to the wheel and make the ensuing year far more successful than the two preceding ones."

THE PRAYER OF THE DEFECTIVE CHILD

BY WILLIAM FRANKLIN ROSENILUM

O Lord, I come to Thee as the Supreme Comforter. I am called the defective child. The sons and daughters of men turn from me. They look at me in pity and in scorn. My father thrusts me from him. My mother weeps over me and mutters: "These are the wages of ignorance and sin." The teacher says I am "backward" and hopeless.

O Lord, what have I done? Tell me, What have I done? Do not turn from me, O God! Give me love! Oh, how I hunger for love! For the strong embrace of a father—for the soothing caress of a mother. And how I yearn for playmates, yet none will play with me.

Is it a sin to be a defective child? Turn not from me, O Lord, I am innocent—innocent—innocent.

—From The Survey.

.. Temptation never stays where it is not welcome.
—George Horace Lorimer, Poor Richard Jr.'s Philosophy.

NATURE STORIES

"There's a great wild pull
That comes into my heart,
Like the pull of the wind on the sea.
There's a far, far call,
Flute-sweet and small,
Like the song of new sap in the tree.
There's a restless joy,
And a glad, dull ache,
And a longing to understand
The meaning that lies
In butterflies,
And sunsets, and stars, and sand.
For the spring has bloomed
In a goldeny mist
Of willow buds, sap and tears,
And the fleecy sky
Gives promise shy
Of the 'country that knows no fears.'"
—The Call, Margaret Bradshaw.

BOOK TABLE

FUNDAMENTALS OF SOCIOLOGY: With Special Emphasis upon Community and Educational Problems. By Edwin A. Kirkpatrick. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. Price, \$1.25.

Mr. Kirkpatrick has probably done more exceptionally good professional book-making in the last twenty years than any other normal school man or woman. Some of his work has been, literally, the best that has come from the press, and we have never seen a weak book or a weak chapter in all of his writings. He is a man who has written a great deal without ever lowering his standard in accuracy as to fact, or in carefulness of expression.

This is Mr. Kirkpatrick's first writing along sociological lines, but the way in which he makes education sociological, and sociology educational, shows how closely related they really are and how thoroughly he has studied each in its relation to the other.

We have seen no book which equals this in breadth of information along all lines that focus in sociology and education, in virility of thinking into each subject and all of its allies, in the vitality of every theory and demonstration presented. It is really remarkable that he can be so well informed upon the last word in the science of biology in all of its ramifications. The book meets more of the needs of the teacher, the preacher, the parent, the reformer and the statesman than any other book we know on either sociology or education. This would be true if it were only a book of facts, theories, and demonstration. It would be equally true if it were merely the working out of all the details presented in every phase of all the subjects treated. Its interest and value are increased in geometrical ratio when the perfection of both features are combined in one book.

LANGUAGE WORK IN ELEMENTARY SCHOOLS. By M. A. Leiper, State Normal School, Bowling Green, Ky. Boston, New York, Chicago: Ginn & Company. Cloth. Illustrated. Price, \$1.25.

Every teacher in elementary grades is ardently desirous of teaching children in her grade to use correct English attractively both with voice and pen, and in no subject is uniform success more difficult of attainment. Fear goes hand in hand with desire. Never have we seen directions so clear, suggestions so definite, illustrations so helpful in their application to each grade and to rural schools as in this book.

Each grade is set by itself and adapted to the normal age for the grade, but with flexibility enough to make it fit reasonably well those a little out of place below and above. This is a feature all too rarely considered in preparing books for special grades. The entire eight grades, while clearly and distinctly classified, swing along for eight years with no chasm to be bridged from any grade to the next. The mechanical rigidity which often jars the pupil and the child is absent in this grading. It is a teacher's book and meets her every reasonable inquiry fully and definitely. There are many highly important distinctions made, such as that between original and imitative work, between correctness in technique and freedom in expressing original thought. The appendixes are exceedingly valuable.

MASTER WILL OF STRATFORD. A Mid-winter Night's Dream. By Louise Ayres Garnett. New York: The Macmillan Company. Cloth. Price, 50 cents.

Really we begin to get exceedingly enthusiastic over this Shakespeare anniversary from the educational standpoint. We have had a sentimental enthusiasm from the first, but we had not appreciated what a wealth of new material was to come to light and how skillfully old material could be re-presented. Here, for instance, is a play for every school, for every club of young people, for every woman's club.

The boy Shakespeare is the central figure of this play. In a prologue, three acts and an epilogue Mrs. Garnett tells of a certain New Year's Eve when Oberon, Titania, the fairies and the witches all visit him in a dream. Not only will the production of this little drama afford much pleasure to boys and girls, but it

will serve to stimulate an interest in the great poet and in some of the wonderful characters which he has given to the world.

LONGMANS' ENGLISH GRAMMAR. Edited by George J. Smith, Ph. D. (member of the Board of Examiners, New York City Department of Education). Revised edition. New York: Longmans, Green & Co. Cloth. 333 pp. Price, 65 cents.

This is a completely revised edition of Dr. Smith's eminently successful former revision of the favorite old "Longmans' School Grammar." The changes now made bring the book into accord as to terminology with the requirements officially adopted for the city of New York, as well as with the recommendations of the Committee on Grammatical Nomenclature of the National Education Association and the Modern Language Association. A number of changes have been made in the subject-matter: Adjectives have been reclassified, certain topics have been treated more fully and additional exercises have been provided. The sentences in the various exercises have been numbered for the convenience of teachers.

Part 1 describes and limits the parts of speech, Part 2 is devoted to their classification and inflection, and Part 3 discusses the analysis of sentences. A supplement to Part 3 gives material on analysis by diagrams and on rules of syntax, and an appendix contains rules for spelling, capitalization and punctuation. The editor has also provided notes for teachers on certain points of grammar and on the teaching of English grammar.

The book is a simple, logical and teachable treatment of a difficult subject. Its rules are concise, its illustrative examples varied and appropriate to the points they are intended to explain.

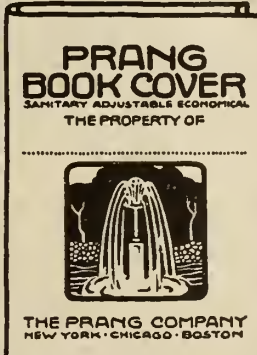
ENGLISH READINGS FOR SCHOOLS. Lake Side Series. The Every Day Primer, Parts I and II. By Florence Holbrook, principal Forestville School, Chicago. Chicago: Ainsworth and Company. Paper.

A school reader for littlest people built on the conversational idea with the every-day life of children as the thread that runs through it. The conversation is illuminated by pictures that are suggestive of everything the children are talking about as they read.

While it assumes to be the actual conversation of a happy lad of six at home, at school, and at play there is somewhat of child classics and much significant information. Miss Holbrook is inventive and inspiring in all that she does in teaching and in book-making, and this is one of her cleverest conceptions.

GENERAL INSECT NOTEBOOK. By James G. Needham, Cornell University. Other Notebooks in the series: Bird Notebooks, No. 1 and No. 2. Tree Notebook, Fish Notebook and Plant Notebook. Ithaca, N. Y.: The Comstock Publishing Company. Price, 30 cents each, postpaid.

Nothing in nature study has met the popular field laboratory need so completely as do these Notebooks. Both author and publisher have had all kinds of experiences in field work in Nature Study and they know precisely what is needed and why it is needed and how to provide what is needed. No one else has ever appreciated this Notebook as they do, and they have met it in every particular.



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MANY LIVES SAVED

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 by mail Free. Murine Eye Remedy Co., Chicago.

EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MAY.

19: New England Superintendents at Boston University. John E. De Meier, Abington, secretary.

19: American Institute of Instruction at Boston University. H. W. Holmes, Cambridge, Mass., secretary.

10-17: National Conference of Charities and Corrections, Indianapolis. W. T. Cross, 315 Plymouth court, Chicago, Ill., secretary.

18-19: Women's Agricultural and Horticultural Association Conference, Boston, Mass. Mrs. George U. Crocker, Boston, chairman.

JUNE.

26-July 1: American Library Association. Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

3-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton. Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

NEWARK. Wilson Hawkins was unanimously re-elected superintendent of the Newark schools for a

five-year term at \$3,000. Mr. Hawkins came here four years ago at a salary of \$2,500, and his work has not only been progressive and successful—it has been appreciated!

PENNSYLVANIA.

DOYLESTOWN. Doylestown School has a regular four-year commercial course in the high school. This course gives graduates the elements of a general education, and furnishes them with the usual business training offered by the leading business schools.

In order to make a commercial course worth while and effective, it must be planned to meet the needs of the community. To better secure the co-operation of business and professional men, they have been asked to answer the following inquiries:—

1. What do YOU think the commercial course should do for your particular business or profession?

2. How can the school so adjust the instruction that it may develop competently trained business graduates?

SOUTHERN STATES.

TENNESSEE.

MEMPHIS. B. O. Duggan of Covington was elected president of the Middle Tennessee Educational Association, succeeding F. R. Oglivie of Brownsville. E. P. Smith of Martin was chosen first vice-president of the association; M. L. Hardin of Poliyar, second vice-president; J. O. Brown of Lexington, third vice-president, and C. B. Ijams of Jackson, secretary-treasurer. As members of the executive committee: W. E. Vaughan, Memphis; J. W. Anderson, Brownsville; R. L. Bynum, Jackson; W. M. McLaurin, Brownsville, and C. P. Jester, Memphis.

ROCKWOOD. There is a movement on foot to establish a night school at Rockwood for the benefit of the employed of all ages. Many of the employees of the hosiery mills and other factories are unable to read and write.

OKLAHOMA.

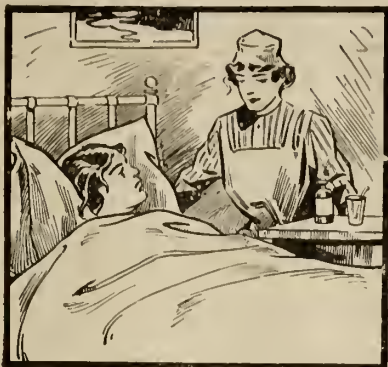
OKLAHOMA CITY. "The state of Oklahoma is growing so rapidly that statistics applicable to last year are hopelessly out of date this year. This is pre-eminently true of our educational system," said State Superintendent R. H. Wilson, last week, in discussing great advances in education in the last few years.

"Let us bear in mind that our schools are not yet what they must be to measure up to the standard which we have as our ideal; but let us find encouragement in the fact that the system is growing, pulsating with new life, throbbing with new hope, and developing new strength and new character each year. The enumeration of scholastics in 1916 is greater by 18,300 than that of 1915. During 1915 we employed 514 more

teachers than during 1914; the first grade teachers employed during 1915 numbered 269 more than the first grade teachers employed in the state during 1914; during the past year the number of schools offering high school work increased from 437 to 548; and the number of pupils enrolled in the high schools jumped from 19,414 to 22,904, an increase of approximately eighteen per cent. in one short year. In the early life of our state when school district warrants were discounted heavily few well qualified teachers sought employment in our schools. With the amalgamation of Oklahoma Territory and Indian Territory in 1907 and the extension of the system of public education to the eastern part of the state came a demand for teachers that could be met in many districts only by the licensing of common school graduates and others whose opportunities to secure an education had been restricted. Three normal schools were established in the eastern part of the state, which, with those already established in Oklahoma Territory, began the work of preparing teachers for the schools, because trained teachers are essential to develop our system of public education in accordance with our ideals. Nine years have demonstrated that the six normal schools cannot train the teachers needed in our schools; therefore, the legislature has provided that certain approved high schools may offer normal training; courses of study which are designed to prepare graduates for the work of teaching. Under this act more than forty high schools in the state have joined with the normal schools in the work of training teachers for our common schools. Next year the number of high schools offering this course will undoubtedly be increased. During the next decade the teacher training facilities in the state will, without doubt, be made adequate to our needs and the time will be here when according to the vision present with the early pioneers and transmitted to us no one except trained teachers will be employed in our schools. The expansion of the work being done in our schools and by our schools makes it necessary that we hasten the time when trained persons shall be in entire charge and control of education in Oklahoma.

"In the expansion of its work our schools are taking on more duties and more responsibilities. This must continue to be the case during the coming years.

"The one subject in which reports of teachers of moonlight schools are uniform is in the interest shown by the adults in the great science of agriculture. Already a large number of school districts in the state have enlarged the school sites to provide for demonstration farms. Prophecy by the light afforded by recent history, we may safely predict that there will be few rural schools in Oklahoma in the year 1925 that will not have a demonstration farm.



THIS IS WHEN A CHEQUE LOOKS GOOD

Probably the darkest day that ever comes to a teacher is when a serious illness sets in, and she faces the certainty of a greatly increased expense and no income, and the uncertainty of how long it will last. Then it is that a cheque from the T. C. U. looks good, and better still is the assurance that she need not worry, for the **T. C. U. will see her through.**

One teacher writes: "This has been a strenuous winter on me financially as I had moved, my salary was lower than usual, I am the sole support of three children and all the year the balance has been on the wrong side of the ledger, and this payment, which was so cheerfully and so promptly made, has meant much more to me under present circumstances than a much larger sum might at another time."

Thousands of teachers have learned by bitter experience that **the only way to save their savings** is to have them protected by the T. C. U. Many times an accident or a sickness piles up a debt that will mortgage one's efforts for a year or more."

This great National Teachers' Protective Organization—the T. C. U.—stands ready to pay \$50 a month to any teacher for a loss of time caused by accident, sickness, or quarantine, besides many additional benefits. Every teacher should be protected.

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on which will be conducted the successful experiments reported in bulletins issued by the national and state departments of agriculture and the agricultural colleges throughout the land. The persons who will be in charge of our farms at that time will be persons who have had instruction in the principles of agriculture, thanks to the foresight of the framers of our constitution in requiring that agriculture be taught in the schools and thanks to the wisdom of our legislature in providing compulsory education. The farmers will realize and properly appreciate the value of a school demonstration farm as an agency for relaying the latest agricultural information from the national and state experiment stations and colleges to the man on the farm. Our city schools located in the industrial centres have already heard the call for skilled workmen. In answer to the call manual training is now considered an essential part of the equipment of each city school. The business world has made demands upon our schools in answer to which business departments have been installed. The schools of Oklahoma have been responsive to present-day demands in these respects and our state has fully vindicated its right to carry the torch in the great educational lampadephoria.

"Modern science has revealed to us the importance of dietetics. The subject of physiology introduced into our course of study years ago, over the protest of the ultra-conservative element, has done more to create a sentiment favorable to national prohibition than all the other agencies combined. The majority of the voters today are persons who studied

physiology while attending school, and thanks to their collective wisdom we have enriched our course of study by the addition of domestic science. The harmful effects of narcotics are understood and taught to the young. Persons now in school will live to see the time when users of tobacco will be in disrepute, when science will have lengthened the span of human life, and when the people in their collective capacity will prohibit the habitual use of stimulants and narcotics.

"One of the most encouraging features of present day educational development, as viewed from the vantage point of the state department of education, is to be found in the increase in the number of rural and village high schools in our state from thirty-five in 1914 to 425 in 1915. Of these high schools, 117 are located in strictly rural communities and attended by rural pupils exclusively. The 308 located in village communities serve a rural population. Consolidated school districts are increasing in number every year. At our present rate of growth the prediction may safely be made that on the fiftieth anniversary of our state there will be no boy or girl in Oklahoma who will be beyond the influence of a high school offering a course of study designed to prepare him to serve his family, his state, his common country, and his God in a most effective way."

CENTRAL STATES.

INDIANA.

FRANKLIN. Jesse C. Webb, for thirteen years the head of the John-

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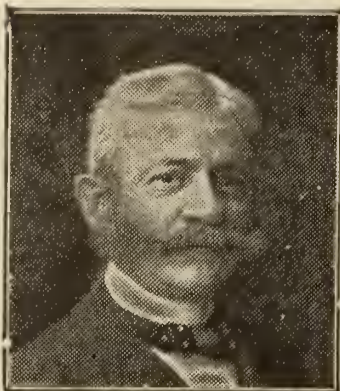
son County schools, has been elected to the superintendency of the local schools. As a graduate of Franklin College, and a resident of the city for many years, he is entirely familiar with the conditions and needs of the schools here. He has been largely responsible for the excellent system of consolidated schools of the county. Through his efforts every township in the county, except one, has commissioned schools in some form, and all high schools will be commissioned before he retires as county superintendent.

BLOOMFIELD. Thomas M. Deam, formerly principal of the Centreville and local schools, has been selected as principal of the Decatur, Ill., high school.

SOUTH BEND. The election of J. F. Nuner of Mishawaka to the superintendency of the South Bend schools marks the end of a bitter fight which began when the board removed L. J. Montgomery from that position. Mr. Nuner is a graduate of the University of Chicago, Indiana State Normal and Indiana University.

FORT WAYNE. Conditions for teaching vocational subjects will be much improved by the use of a large unoccupied factory building which has been rented by the school board.

INDIANAPOLIS. Horace Ellis, former president of Vincennes University, was nominated by the Republican State Convention for state superintendent of public instruction. Samuel Scott, superintendent of Floyd County, is the Democratic nominee. Both are well fitted for the position; the fortunes of the



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party tickets will probably determine the winner.

TERRE HAUTE. The school board has let contracts for a new junior and vocational high school building costing \$120,000. When this building is completed and the Rose Polytechnic property comes into the control of the board, this city's facilities for high school work will be in good shape.

GOSHEN. Edgar Mendenhall, superintendent of the local schools, has announced his intention of retiring from his position July 1. He will be on the faculty of Franklin College, Franklin, Ind., after that date.

ILLINOIS.

At a meeting of high school principals in Chicago, at which nearly 100 principals for seven different states were present, it was decided to organize a National Association of Principals of Secondary Schools.

The officers chosen were: President, B. F. Brown, Chicago, Ill.; vice-president, U. R. McDaniel, Oak Park, Ill.; secretary-treasurer, F. M. Hammitt, Mason City, Ia.

OGDEN. All the teachers were re-elected at the annual meeting of the school board, and many grade teachers received substantial increases.

KANSAS.

MANHATTAN. Addressing forty-nine schoolhouse meetings of old and young in fourteen days, with an attendance of 3,000 people, would be a big record even in a political campaign. This record has just been made by Otis E. Hall, in charge of the boys' and girls' clubs in the division of college extension, during the month of March, and the meetings all were for the purpose of organizing agricultural clubs for boys and girls. At one meeting in Finney County, seven pupils drove a mule team hitched to a spring wagon twenty miles in order to attend one of these meetings.

KENTUCKY.

LOUISVILLE. Two steps taken by the Kentucky Educational As-

sociation in its annual meeting were a declaration in favor of a professional, non-partisan State Board of Education, and action looking to the establishment of a meeting of the department of school trustees in November.

The legislative committee is instructed to take such steps as may be necessary to bring the matter of the non-partisan State Board of Education before the General Assembly in 1918 in proper form, and the executive committee is instructed to call a meeting of the department of school trustees about November 1 in order that adequate representation may be had from the rural districts.

An effort to include an endorsement of organized labor in the resolutions was defeated by amending the report of the committee by striking out the section which included recognition of the union label and a general commendation of the work of organized labor. With this exception the report was adopted as presented by the committee.

The appointment of the legislative committee, to serve for two years, was announced by the retiring president, T. W. Vinson, immediately following the adoption of the report of the committee on resolutions as follows: McHenry Rhoads, chairman; Dr. J. G. Crabbe, Dr. H. H. Cherry, Dr. J. V. Chapman and Superintendent L. E. Foster.

State Superintendent of Public Instruction V. O. Gilbert, speaking on "The Need for a Professional State Board of Education," said:—

"All Boards of Education seem to be more or less in the way. Your city superintendents all know there are times when you would like to take your Board of Education out and administer to it the same treatment you received when you were boys. And yet Boards of Education seem to be more or less necessities. The State Board of Kentucky is a good board just as it stands, but it needs balance; it needs three professional members to give attention to the professional aspect of its duties. The attorney-general and the secretary of state are very busy men with the duties of their offices, and they have been engaged so long in other activities that they are not thinking

along school lines and such thinking is difficult for them.

"I have no complaint to make of our present state board except that it needs three more members. It is time that we as a body of teachers look into this matter and plan for a better organization of the state board."

The report of the special committee on teachers' institutes was presented by Dr. E. C. McDougale, dean of the Eastern Kentucky Normal School, who said:—

"If institutes exist solely for the purpose of improving the schools, as stated in the State School Report for 1914-15, page 68, then it is an injustice to exact fees of teachers for their support. Assuredly, teachers should not be compelled to pay for improving the schools, while society remains passive towards this means of securing improvements. Kentucky stands alone among the states of the Union in supporting the institute out of the private funds of the teachers. Some states combine state and county aid with registration fees, and several maintain institutes wholly from public sources. Yet under our peculiar system, teachers pay not only for the instruction received, but also for programs, ice water, music, janitors' services and other incidental expenses, and make a contribution to the teachers' library of the county.

"If any teachers in attendance upon

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Schools and Colleges

an institute deserve credit for being there, then all the teachers deserve such recognition. As now managed, under our present laws, teachers are encouraged to open their schools one or two weeks prior to the institute, in order to receive credit for the five days the institute is in session. All will agree that such practice works injury to the children, since their school work is interrupted before it is fairly begun. Our laws should be so amended as to allow teachers under contract to teach credit for the days they attend whether their schools have opened or not."

Among the recommendations suggested, Dr. McDougale enumerated:—

Public support for the teachers' institutes; removal of the time limit for holding them; state licenses for instructors; credit to all teachers who attend, and a full itemized statement of all expenses to be made by county superintendents.

The following resolutions were adopted:—

Be it resolved, that since thousands of our brightest and most promising lives fall every year, a prey to the ravages of dissipation and preventable diseases, we commend the work of the State Board of Health and other authorities in their efforts to eradicate these evils, and that recognizing the relation of cigarettes and alcohol to disease, pauperism and vice, we, as guardians of the public health, physical, mental and moral, should exert every effort to prevent these evils. That it is more in accord with economy and efficiency, the keynotes of this convention, to prevent disease in the school than to treat it in the hospital.

That we heartily recommend to the present and the incoming national administration the establishment of a special "Department of Education and Health," and that the commissioner of education be elevated to the dignity of a cabinet officer.

That, in order to carry out the policies of the state superintendent and to effect other reforms, we respectfully recommend that the next General Assembly enact laws as follows: Adding to the State Board of Education from two to four professional members, to be appointed by the state superintendent; making ele-

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mentary agriculture a part of the common school course of study; providing for a broader course in home economics and the various forms of vocational work as needed in the different communities; providing for an assistant superintendent to advise with and assist the state superintendent in solving the varied and complex educational problems that confront the department of education in a state that is striving for real progress.

MICHIGAN.

GRAND RAPIDS. An interesting five-day demonstration of teaching art was given in Grand Rapids, by Dr. James Parton Haney, director of art in the New York City high schools, during the first week in May. Dr. Haney had been invited to come to Grand Rapids by the Western Drawing and Manual Training Association, and various other Grand Rapids organizations took advantage of his presence to have him tell of his studies made in industrial art schools abroad, and of the work now being done in the high school system in New York.

ADRIAN. Superintendent C. H. Griffey has been elected for two years at an increase of \$500 in salary. Every teacher has been re-elected and at an increase in salary. There is a full-fledged Junior High School over which teachers, students and parents are enthusiastic.

NEBRASKA.

Hon. A. O. Thomas has been nominated for state superintendent by the Republicans, and President W. H. Clemmons of the Fremont Normal School by the Democrats. Each will draw from the other as politics always runs high in this state. Mr. Clemmons will get a sympathetic vote to some extent because of the recent loss by fire of the dormitory of his school, which is his personal property. Dr. Thomas has made good in office and will get a vote of appreciation to some extent. The result, however, will depend largely upon the party vote, which is problematical.

CHARDON. Principal Sparks of the State Normal School has resigned and Robert J. Elliott of Kearney succeeds him at a salary of \$2,500.

NORTH DAKOTA.

ELLENDALE. Mrs. Mary Flemington Strand, one of the highly efficient school leaders of the state, has resigned as county superintendent, and her sister, who has been her deputy, succeeds her.

BISMARCK. The State Department of Education is issuing a bi-monthly Bulletin largely in charge of Assistant State Superintendent Laura B. Sanderson. It is one of the best edited and most informing of all state bulletins.

The campaign for the primary nomination of state superintendent is at white heat. Rural School Inspector McDonald and Superintendent W. S. Hoover are in the race with intense backing.

WISCONSIN.

PLATTEVILLE. Mr. Royce of the Normal School faculty of Superior has been elected to the presidency of this normal school, which was made vacant by the death of Dr. Sutherland.

EAU CLAIRE. The new State Normal School of this city has as its first principal Mr. Schofield, principal of the Central High School of St. Paul.

IDAHO.

BOISE. Superintendent J. T. Humphreys of the Idaho Industrial School resigned April 14, but the State Board of Education declined to accept his resignation, and his services have been retained.

LEWISTON. The Lewiston State Normal School rural department emphasizes, first, the general subjects of school administration and sociology, practice of teaching, school management and classroom methods; second, special applications of these subjects, such as rural school management, rural sociology and practice teaching in the rural practice schools; third, vocational subjects, including agriculture, manual arts, cooking, sewing, etc.; fourth, physical education, including sanitation, health and playground theory and practice.

The Week in Review

Continued from page 521.

THE COAL STRIKE AVERTED.

The threatened strike in the anthracite coal fields has been averted by an agreement under which the miners are given more satisfactory working hours, and a substantial increase of wages, but abandon their demand for complete unionization, and the collection of union dues by the operators. As usual, it will be the consumer who will foot the bills, and it is estimated that at least forty cents a ton will be added to retail price of coal, as a result of the concessions. But there is one feature of the agreement which has attracted less attention than its importance deserves. This is the stipulation that the arrangement shall last four years. Hitherto, under short-term agreements, the public has hardly more than adjusted itself to one scale of prices when new agitation would set in and another strike loom up in the near future. The four-year agreement will be a relief, even if prices are higher.

THE FATE OF THE PHILIPPINES.

The rejection by the House of the bill which passed the Senate, giving the Philippines complete independence within four years, is a sharp defeat for the Administration. The Republicans voted solidly against the abandonment of the islands, and thirty Democrats joined them, the vote standing 213 to 165. The Administration Democrats filibustered in vain against the hostile motions which were carried, one after another, by substantially the same majorities, the final vote being on a motion instructing the House conferees to accept no provision in conference that fixes any definite data for the relinquishment of the islands. With their hands thus tied, there is little chance that any agreement can be reached, and the bill is as good as dead. Unprejudiced observers of conditions in the Philippines do not believe that the islanders will be ready for complete independence within four years, but that they would fall an easy prey to Japan. This was one of the issues which caused the resignation of Mr. Garrison as Secretary of War.

The Writing of "Treasure Island"

"Begun with no thought of publication, the story's great possibilities as a book for boys were urged by a professor who happened to be at the house during the reading of a chapter. He knew the editor of 'Young Folks,' and the arrangements were soon made, and the story began serially before Stevenson had finished writing it.

"'Young Folks,' as Mr. Osborne remembers it, was a weekly paper. A thrilling adventure, 'Don Salvo the Brave,' was running then, with many illustrations and the place of honor on the first page. 'Treasure Island,' by 'Captain George North,' an inside story with no pictures at all, attracted absolutely no attention; what normal boy would skip 'Don Salvo the Brave'?"

"But the moment it came out in book form, the success of 'Treasure Island' began. At once it became the book of the hour and sold well, especially in comparison with the author's previous volumes of essays. So that Lloyd Osbourne's story proved to be the turning-point in Stevenson's career, bringing him money and popularity.

"The author himself always greatly enjoyed 'Treasure Island.' He liked the translations that came from everywhere, in Greek, and Spanish, and French, and queer, out-of-the-way languages, like Roumanian and Lithuanian. He would rub his hand over the unusual volumes and chuckle, 'The title's all I can make out!'—Grace Humphrey, in St. Nicholas.

How to Get the Spelling Lesson

My observation leads me to believe that a great many children are going through the schools poor spellers because the teacher does not show them how to prepare their spelling lesson with the greatest economy of time and with the most effective results. Suppose a class is assigned twenty words for the next spelling lesson. It is likely that half of the class could spell half of the twenty words without any study at all. The other members of the class will know more or fewer according to their respective abilities as spellers. Now, the sensible and the economical thing for each member of the class to do is first to determine which words in the lesson he does not know how to spell and to concentrate his efforts upon those words, paying no attention to the ones he already knows. That, however, is just the thing most children will not do, unless they are taught to do so by the teacher. The child unaided, or uninstructed, will spend just as much time on the words he knows already as upon the words he does not know when the lesson is assigned. He will measure his preparation of the lesson by the number of times he has "gone over the lesson." If the teacher will, when assigning the spelling lesson, help the children to discover the words they do not know, and how to concentrate their attention upon these words, her children would be, I firmly believe, very much better spellers than the average pupil is today.

L. J. Hamfan,
State Supervisor of Rural Schools,
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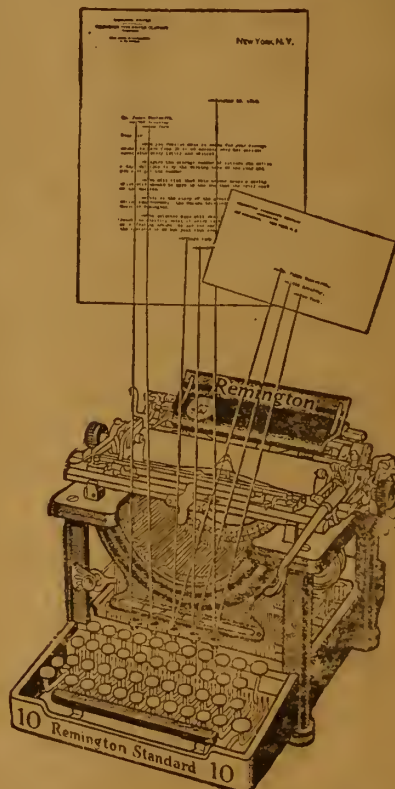
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THE WEEK IN REVIEW

THE AMERICAN REPLY.

The American reply to the German note on the submarine issue was brief and to the point. It accepted the German government's declaration of its abandonment of the submarine policy which had seriously menaced the good relations between the two countries; but added that it took it for granted that the German government did not mean to imply that the maintenance of its newly-announced policy was in any way contingent on the course of result of diplomatic negotiations between the United States and any other belligerent government. It notified the German government that the government of the United States "cannot for a moment entertain, much less discuss, a suggestion that respect by German naval authorities for the rights of citizens of the United States upon the high seas should in any way or in the slightest degree be made contingent upon the conduct of any other government affecting the rights of neutrals and non-combatants." This was a plain notice that the United States will not tolerate any beclouding of the real issue.

THE CASE OF THE CYMRIC.

The ink was hardly dry upon the latest note to Berlin when news came of the torpedoing of the White Star liner Cymric by a German submarine, about 100 miles west of Fastnet. The Cymric was on her way from New York to Liverpool. She carried no passengers, but was loaded with munitions. Of her crew—most of whom were saved—none were Americans. But the ship was torpedoed without warning; and, whether there were or were not Americans on board, this act would be a violation of the German promises—provided, of course, that there had been time to convey the new orders to the submarine commander. According to the White Star management, the vessel was not in the service of the British Government, but was operated solely on account of the owners, carried no guns and was simply an ordinary merchantman. It will require careful investigation to determine the status of the vessel and the significance of the incident.

A CANDID APOLOGY.

A new note in the diplomatic correspondence with Germany is struck in the latest communication from Berlin which frankly admits that the Sussex was torpedoed by a German submarine; expresses regret for "the deplorable incident"; states that the commander of the submarine has been appropriately punished; and offers to pay an adequate indemnity to American citizens who were injured. This is a refreshing change from the earlier note regarding this tragedy, which put forward a rough drawing by the submarine commander as sufficient evidence that it could not have been the Sussex, but some other vessel, of identity unknown, which was torpedoed. The submarine commander who sank the Lusitania, and sent 1,200 non-combatants, men, women and children, to the bottom of the sea, was given special rewards and decorations for the deed; if now Germany has punished the commander who torpedoed the Sussex, it would seem that she

has learned something during the year.

PATROLLING THE BORDER.

The crisis created by the attack upon Glenn Springs necessitated the immediate despatch of more troops to guard the border. The national guard of Texas, Arizona and New Mexico was called into the service of the United States for patrol duty, and 4,000 more regulars, comprising infantry and coast artillery, were ordered to the border. It is safe to say that the militiamen of the border states, especially the Texas rangers, will respond eagerly to the summons, for they have long craved the opportunity to punish the Mexicans who have made life and property insecure all along the border. The raids upon Columbus and Glenn Springs have intensified this feeling. So far as the regular army is concerned, pretty nearly all the men who can be mobilized are already in Mexico, on the border, or on the way thither.

THE PRESIDENTIAL SITUATION.

The direct announcement of Colonel Roosevelt's candidacy for both the Republican and Progressive nominations to the Presidency does not materially affect the political situation, as it was already clear that he was in a receptive mood as regards both conventions. The possibility of reconciliation between the Republicans and Progressives seems to be reduced practically to this: That if the Republicans will adopt the Progressive platform and nominate Colonel Roosevelt for President the two parties will fuse. So far as is at present apparent, the effect of the open Roosevelt candidacy is to strengthen the chances of the nomination of Justice Hughes, or, if he should resolutely refuse the nomination, of ex-Senator Root. The "favorite sons" are not cutting much of a figure. On the Democratic side of the renomination of President Wilson appears to be a foregone conclusion.

FRAUDS IN EXPORTS.

The issue between this country and Great Britain with reference to the blockade is a good deal clouded by evidence of systematic frauds on the part of American shippers. Attention is called to some of these in the latest British note. Large consignments of meat products have been addressed to lightermen and dock laborers; and thousands of tons of such goods have been documented for a neutral port and addressed to firms which do not exist there. In one case, the alleged consignee was a baker, in another a maker of musical instruments. The fact that the imports of lard from the United States into Sweden in 1915 were 9,029 tons, as against an annual average of 638 tons in the three preceding years is difficult to explain except on the British assumption that a large part of it was intended for German consumption. It is not strange that the Entente Allies should seek to check a traffic of such proportions, carried on through a series of deceptions.

THE TOLL OF THE SUBMARINE.

Official figures of the destruction of shipping by the submarine warfare down to the end of March do not show that Great Britain has

suffered heavily in proportion to the total amount of her tonnage. The whole loss inflicted on British steam shipping is less than four per cent. of numbers, and a little over six per cent. of tonnage. Altogether, the losses of steamships among the belligerents were: Great Britain, 379 vessels and 1,320,171 tons; France, 41 vessels and 139,865 tons; Belgium, 10 vessels and 29,801 tons; Russia, 27 vessels and 42,226 tons; Italy, 21 vessels and 70,231 tons; Japan, 3 vessels and 19,267 tons—a total of 481 vessels and 1,621,621 tons. The losses to British shipping have been more than made up by new construction, and there has been a net increase during the war. Neutral countries have lost a total of 155 vessels and 292,721 tons by submarine attacks.

Reports and Pamphlets

- "English." Determining a standard in accurate copying. Bulletin No. VI, of the Department of Educational Investigation and Measurement, Boston Public Schools. Frank W. Ballou, director. 25 pages.
- "Impressions of the European War." Address by George F. Milton of Chattanooga, Tenn., member of the Ford Peace Party.
- "Grade School Arithmetic: Unification and Correlation of Arithmetic." Journal of Emporia, Kansas, State Normal School, No. 24. 31 pages.
- Municipal University of Akron, O. Annual Catalog, 1916. 160 pages.
- Bryn Mawr College, Bryn Mawr, Penn. Calendar of Graduate Courses. 160 pages.
- Report of City Superintendent of Schools (William H. Maxwell) of New York for year ending July 31, 1915. 170 pages.
- Wheaton College, Norton, Mass. Report of President Samuel V. Cole. 41 pages.
- Brookline, Mass. 1915 Report. Superintendent George I. Aldrich. 50 pages.
- Attleboro, Mass. 1915 Report. Superintendent Lewis A. Fales. 40 pages.
- Auburn, N. Y. 1915 Report. Superintendent Henry D. Hervey. 75 pages.
- "Life Insurance Catechism." A treatise on Protection by means of questions and answers, in terms comprehensible by the general reader. By Theodore J. Venn, 2034 Lane court, Chicago, Ill. 40 pages. Price, 50 cents.
- Scranton, Penn. 1915 Report. 90 pages.

American Institute of Instruction

The joint meeting of the New England Superintendents' Association will open at 9.15 May 19, at Jacob Sleeper Hall, Boston University. The annual business meeting of the American Institute of Instruction will be held immediately after the joint morning session.

According to the vote of the directors of the American Institute of Instruction passed January 8, 1916, the president is authorized to co-operate with the New England Association of School Superintendents in calling a meeting of the presidents of all the educational associations of New England to prepare plans for co-operation, the plans to be presented at the meeting on May 19.

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A. E. WINSHIP, Editor

OBSTACLES TO BE ENCOUNTERED IN THE ESTABLISHMENT OF THE JUNIOR HIGH SCHOOL*

BY SUPERINTENDENT IRA T. CHAPMAN

Norwalk, Connecticut

It would be difficult if not impossible to discuss with any measure of completeness the obstacles to be encountered in any serious attempt to re-organize the public schools or to modify them in a comprehensive way. Experience with a given modification under varying conditions over a series of years will, I suppose, give only an approximation, for the social structure itself is changing. The fact remains, however, that for any considerable modification of public school affairs there are obstacles often very real and sometimes very troublesome.

Let me say before entering upon this discussion that I have for some time believed in Junior high schools, and furthermore that after two years' experience in these schools, I have become an enthusiastic supporter of them. I should therefore prefer to talk about benefits to be derived from the establishment of Junior high schools rather than obstacles to be encountered.

In any discussion of the Junior school it may be well, however, to begin with a fundamental obstacle—a lack of definiteness in regard to this new departure. The name seems to be associated with the plan of organization which, west of the Hudson, usually includes grades 7, 8 and 9; in New England most often only grades 7 and 8. Frequently these organizations with more or less departmental work offer practically the same course of study as was in use under the 8-4 plan. They in fact seem to be intermediate schools almost entirely given over to preparation for advanced schools. Their measure of efficiency therefore is determined by the ability to meet the requirements of the higher school. In some schools of this type, however, the dominating cause of organization is not so much better preparation for those boys and girls who would go on to college, technical and normal schools as it is more direct and definite attention to the very large number of pupils who drop out of school in the seventh, eighth and ninth years, or soon thereafter. Community conditions as well as academic considerations are therefore to be taken into account in both organization and curriculum. This latter plan proposes to make available before the "leaving time" for every boy and girl not markedly defective such school facilities in academic, commercial and manual arts lines and in distinctively pre-vocational activities as will enable him or her through the assistance of teacher and parent to

begin at least to locate dominant interests and possibilities and to direct his or her efforts accordingly to higher planes of academic work or more immediately to fuller citizenship and its occupations.

The Junior high school according to this description of its purpose is in some considerable measure both a finding and a directive school. This broader conception of the Junior high school stated in terms of purpose is to me "the law and the gospel" to which other things concerning it are subordinated.

The scope of work outlined for the Junior school, the school plant, and equipment available, the teaching force, the years of the school period included in the Junior organization, the organization itself considered from an administrative standpoint and the very important consideration—public support—should in time be reasonably adequate for the purpose at hand. It would be very much at variance with practical conditions if all these factors were easily made to meet requirements. In the West, plant and equipment even from the very first will probably be satisfactory; in the East, these important factors will usually be unsatisfactory—often discouragingly inadequate and incomplete. In the various factors named, however, there will be in all sections considerable "undercapitalization." Let us consider these elements separately or in combination as they appear.

The scope of work for actual accomplishment in any Junior high school is, of course, as in the traditional four-year high school, limited by practical considerations. Undoubtedly the purpose of this organization would eventually require that the scope of work outlined should be comprehensive enough on the one hand to meet the requirements of advanced preparation for college, normal and technical schools and at the same time broad enough and defined enough to meet the requirements of advanced trade preparation, part-time or continuation school or of the industrial or home life into which boys and girls may pass directly from this school. But public opinion may be so favorably disposed to the traditional system that school officials may hesitate to make a radical change. In many parts of New England, for example, the traditional high school is so highly standardized that it seems to many school men and school women unwise to change it. The seventh and eighth years of the grades have therefore been organized into intermediate

*A paper read February 19, 1916, at the annual meeting of the Alumni Association of Teachers College, Columbia University.

schools. It would seem, however, that the purpose of the Junior high school could be realized only in part by such a scheme of organization. The ninth year or the freshman year of the traditional high school should with the seventh and eighth years form this new organization, if individual differences and social requirements are to be maximally directive in early adolescence.

Another limitation which has been mentioned is unsatisfactory school plant and equipment. The Junior school may have to occupy grade buildings even with elementary grades in the same building. The facilities for assembly and group activities of a like kind may be very limited. There may not be gymnasiums available; certainly in the East, in small cities, there will ordinarily not be satisfactory athletic fields. Rooms and equipment for laboratories and shops, even if meagrely provided, may not at first be properly located. It is, of course, difficult to determine just what material limitations in a given community can be considered the "limit of safety" for initiating a constructive phase of school procedure. Certainly for many sections of the United States, the school engineer will often be compelled to accept for the initial stages of development, school plant and school equipment not at all suited to the more complete organization; otherwise the re-organization may never be begun. For community response to the requirements and alterations of plant and equipment, school officials must, I suppose, rely to a considerable extent upon the educational influence of progress in re-organization and adjustment.

The most serious obstacle to be encountered seems to be in personnel—the teaching force. The difficulty arises largely because of the vitalizing elements that must enter into the Junior high school if its purpose is to be realized even in part. This school is, in reality, the people's school and its outlook is upon life with its aspirations, its social organizations and activities, its occupations and its industries. It is, moreover, neither a grade school nor a high school in the traditional sense. Teachers, principals and superintendents are therefore not always prepared to deal with the problems of this new organization. The grade teacher has too often received a trade rather than a professional preparation; the high school teacher has sometimes not thought much about either. The available supply of teachers for this school is, of course, in the grades and in the high school, yet many of these teachers are practically secluded from the world of affairs. Indeed, the schools in which some public school teachers are located are set apart by the community and sometimes by school officials, are protected against the "sacrilege" of innovations good or bad. The condition relative to Junior schools is, therefore, similar to that which obtained a few years ago in the field of industrial education. There should be a separate organization and as soon as possible specially trained teachers. In the meantime, however, teachers with some knowledge and appreciation of social problems should be selected for service in these schools and while in service should receive special training.

The problem of the teaching force for these

schools is intensified again, it seems to me, because of the greater demand for male teachers. Not only because boys and girls at this stage of development should come in contact with about the same proportion of male teachers as of female teachers is this highly desirable, but also because men, on account of the present division of labor in our social economics, have more practical knowledge and direct interest in social and industrial organization, activities and occupations. A sufficient number of men even with limited preparation in many sections of the United States is not available. If they were available, the increased cost would make only a partial adjustment possible.

There are, moreover, some practical difficulties in the assignment of available teachers to the Junior school. Teachers who have had experience in high school as usually organized, very often consider themselves "demoted" if they are assigned to the Junior high school. It is not difficult to imagine the real state of affairs—let us say in a seventh grade group—when such a teacher in a rather unfortunate emotional attitude appears before her class. Moreover the teacher with grade preparation sometimes applies for an academic assignment in the eighth or ninth year. Of course, the adjustment of salaries in the case of grade and high school teachers assigned to similar work has some elements of unpleasantness. Then there is too often the added difficulty of lack of anything like a teaching familiarity with the subject to be taught. There is a scarcity of suitable text-books—a defect not without some merits—a scarcity, in fact, of many kinds of material suitable to the work at hand. If the assignments in the Junior school bring real difficulties to the teacher well prepared for the particular subject or subjects under consideration, what will probably be the result in other cases? If the school is well organized, however, many of these seemingly serious obstacles can and will be overcome by the efforts of the various heads of departments and principals.

The organization of the Junior high school has already in some places suffered somewhat, it would appear, from a misconception similar to that which obtained generally a few years ago in regard to industrial education. I refer to what seems to have been a confusion of the idea of a separate organization or a separate school for administrative purposes, with the idea of an independent school. The purpose of both the Junior high school and the trade school for that matter is fulfilled only when the one is serving as a selective or directing agency in a general field and the other as a directing and selecting agency in a special field. Each is dependent. Both the democracy and the logic of the situation require that these schools be an integral part of the system of public schools. The high schools in some parts of the East have, for example, considered themselves largely independent of the public school organization. Their work has in considerable measure been graded down from the college requirements; the work of the elementary schools has been graded up on the basis of the

development of the child. There would therefore be a very serious accentuation of the break between the elementary school and the high school unless all children develop normally on the basis of academic requirements. With the idea of a separate and independent school too strongly permeating the minds of principals and teachers of our Junior high schools, we are likely to have not one gap, but two in our system of education—one between the sixth and seventh years; the other between the ninth and tenth years of school.

The difficulty arises largely from making the purpose of the Junior high school itself too largely subservient to the organization and machinery. The school as a unit is too highly emphasized. If the principals of the various Junior high schools of a city could have some specific interest in the Senior high school—could as in a small city act as heads of departments so that they might more fully understand and co-ordinate the work of the six years, and if at the same time the principal of the Senior high school might act as head of department for the six years or do some supervisory work in the Junior schools, and if, besides, each head of department located in the Junior or Senior school should be expected to deal with the six years of high school, there would then be little occasion for a break in the high school itself. The schools would each be a unit for administrative purposes and for social activities. Laboratories, shops and apparatus, gymnasiums and athletic fields could to some extent be used in common. The industrial and trade phase of work as they are built into the system could be co-ordinated with the Junior and Senior schools in a similar way. The gap between the sixth and seventh years can be largely avoided by conference and visitations of heads of departments and principals of the elementary schools and by conferences of teachers of the sixth and seventh years. If this is supplemented by some little departmental work in the sixth year and a gradual introduction of fuller departmental and differentiated work in the seventh, the break here will be of small proportions. I might add that, in Norwalk, this is the plan which has been partly followed during the past two years and which will be followed more fully and more systematically the coming year.

The work of the Junior school as has been said is limited by practical considerations. Supervised study should be given very definite attention. The teacher of each class should have time for such supervision. Courses of study should in all subjects be supplemented by more or less detailed syllabuses. How fully differentiation of courses can be carried out depends largely, of course, upon the number of teachers and their varying qualifications and upon the plant and equipment available. How far differentiation should be carried out in a given centre can be definitely determined only by a more or less complete social and industrial survey of the community served by the particular school in question. The number of Junior high schools to be established in a given city and the location of these centres are both determined by the avail-

able school plant and equipment, and facilities for transporting or otherwise grouping pupils.

Temporary inconveniences may arise if elementary pupils are withdrawn from grade buildings to make place for pupils of the Junior high school. Some people in any community will never fully assent to "breaking the casting" which encircles the traditional organization. Some few principals and probably some teachers will never understand why elementary pupils are withdrawn and at the same time seventh and eighth grade children from the elementary schools and the ninth year pupils from the high schools are grouped for a new organization. It means re-adjusting teaching material; it may indeed change "the job" itself. The transportation of pupils to school centres is, in itself, an added difficulty. If distances are not too great, the establishment of Junior and Senior high school centres would be advantageous from the standpoint of practical administration and finance. Duplication of certain parts of the plant and duplication of equipment could be avoided. The teaching force could be used more economically; administration and supervision would thus be somewhat simplified. If, however, co-operation of the home, adjustment to certain community requirements, and the ages and frequently the physical conditions of the boys and girls are considered, the conclusion may be that the purpose of the Junior high school is best subserved by establishing centres in each considerable community.

In the establishment and development of Junior high schools as well as in other modifications of public schools it is very essential that school officials have public support. The location of Junior high schools will have something to do with this support. Certainly a clear, concise statement of the purpose of the Junior school, of its place in the public school system and of what results can reasonably be expected to follow from the establishment and development of such schools ought to be of great advantage in gaining this necessary assistance and retaining it. Practical administrators, at least in the East, must recognize that there is a rather large conservative element in most communities who look with considerable suspicion upon changes in the public schools or in any other phase of public activity. Moreover, Boards of Education and men largely in control of public affairs consider a school proposition much the same as the directors of a bank or of any other corporation consider a business proposition. The claims of the enthusiast are interesting, indeed, but the facts are decisive. Extravagant claims are likely to be a hindrance rather than a help. One enthusiast of my acquaintance claims thirteen advantages for the Junior high school; another seventeen. I do not understand why these gentlemen could not swell the list to twenty.

One of the very common claims of advantage for the Junior school is that boys and girls will remain longer in school if such a school is established. I believe that this is true, but I do not believe that the Junior high school has anything like exclusive control in this matter. In Norwalk,

the enrollment in the high schools has increased twenty-five per cent. during the past three years. It would appear, therefore, that with the establishment of Junior high schools, pupils have in great numbers remained longer in school, for the city has not during that time greatly increased in population. A detailed examination of data will show, however, that this increased enrollment is made up largely of boys and girls who have been advanced to the Junior school before the compulsory age limit is reached. During the same time the percentage of boys and girls fourteen to sixteen years of age remaining in school has increased from fifty-four to sixty-six. It might be stated in this connection that during the time under consideration the labor market for boys and girls fourteen to sixteen years of age was fluctuating and in fact the demand was decreasing. On the other hand, pupils too old for their grade had been advanced from the sixth grade to the Junior school. It would appear, therefore, that several factors are responsible for the increased enrollment in the seventh, eighth and ninth years. Is it possible that more satisfactory progress in the grades and the addition of types of industrial work coupled with the condition of the labor market are responsible for this increased enrollment, or is it the impetus and the work of the Junior high schools of the city? The change is incident to the establishment of Junior schools and is undoubtedly partly occasioned by these schools. The preceding analysis shows but one case and, of course, does not necessarily prove anything. It does, however, show that the diagnosis should be made with care. A critical public should have the facts.

Some of these facts are made available through questionnaires, but busy men and women who are usually the ones questioned know that answers are often incomplete and are at best approximations. I suppose, however, that information obtained this way is about as valuable as that obtained by visiting between trains when the person in the Junior school consulted may, at least in the East, be out of sympathy with the ideals and purposes of the school, or on the other hand may be an enthusiast. Would any reputable business corporation accept as final or of any value such incomplete and inaccurate information about another corporation? Unfortunately, some of the available criticism and commendation of practice in Junior high schools is based on such incomplete information. If school officials will get the facts about Junior schools, the danger is obviated, for very strong and, I think, conclusive arguments can be presented in their favor.

Public support will ordinarily be forthcoming if, as the Junior school develops, the home, the business interests of various kinds, and the community at large are drawn on for active co-operative support. Business men are willing to arrange for part-time school and often for apprentice work in the office or in the factory. The homes will co-operate, but the school must take initiative. It must refuse to be isolated longer and ask for its right to be connected directly with the life work of the community. If plans for the accomplishment

of this object are put into successful operation, public support in a financial way will not ordinarily be a serious problem.

Increased cost always requires careful attention. If the schools must assume larger and larger responsibilities, the means for meeting these responsibilities must be increased. Departmental organization and differentiated work ordinarily increase the cost as compared with the cost in the grades. In a well organized school system with sufficient teachers for the seventh and eighth grades and the first year of the high school under the old organization, a change to the Junior-high organization need not, however, involve a very considerable increase in current expenditures. Additions to the course of study will account largely for the increase. In Norwalk, the per capita expenditures for instruction in the seventh, eighth and ninth years of school for the old organization were \$25.65; last year in the Junior high schools the cost was \$27.46. The enrollment had increased largely so that per capita cost was kept uniformly low. In this city, the scope of work for the Junior school is being gradually enlarged—particularly in industrial lines, so that the per capita cost will increase. Expenditures anywhere will, however, be reduced to a minimum by grouping the Junior and Senior schools in centres. The time of the teaching force can then be used most economically; the plant and equipment can be utilized to the fullest extent.

In considering the difficulties that confront the Junior high school, there are some which, it would seem, teachers' colleges and normal schools could remedy. I refer, not to finances, but to what appears to be very important considerations in the preparation of teachers. There is undoubtedly a very great need in these schools of a working knowledge of sociology and psychology. If necessary, a method course might be supplanted by a course in social economics. Teachers who necessarily deal so directly with social problems are in great need of the insight that might come from practical laboratory courses. It may be said that a large share of the social work should be done by visiting teachers. It will always be necessary, however, for the regular teacher to do a very great and important part of this work, if the school is to use such a knowledge in its daily routine.

In addition to social economics, it would appear also that teachers' colleges and universities might prepare, through psychological field work, more practical, broader and more definite tests for determining individual differences. Tests and standards to determine abilities, the school results themselves, and the knowledge of social conditions outside the school ought to act strongly as a check upon each other in the grouping and re-grouping of pupils in differentiated courses. I believe that teachers would view the class activities more from the standpoint of the girl or boy involved, if even very elementary clinical work in psychology were made available.

In concluding this incomplete survey of obstacles to be encountered in the establishment of

the Junior high school, it may be well to state again that the most serious obstacles seem to be (1) lack of definiteness in regard to the Junior high school—its problems and its purpose; (2) the inadequate supply of teachers prepared for the work of the school; (3) the unsatisfactory school plant and equipment that often must of necessity be used; (4) the peculiar administrative difficulties of the school itself and of its vital associations with the community.

The Junior high school has its problems—its hindrances; its obstacles if you choose to use this term. What phase of school administration or

classroom activity does not have its problems? It would hardly be the part of teachers or administrators to close school or to avoid progressive measures because of problems or obstacles. Effort in overcoming difficulties to be encountered in making any social adjustment should, I suppose, seem to be at least commensurate with the benefits to be derived from such adjustment when progressively completed. The Junior high school more than meets this requirement. The benefits to be derived from its establishment seem to me to make the obstacles look small, however much they may be magnified.

EDUCATORS AS I HAVE KNOWN THEM —(XXIII)

BY A. E. WINSHIP, EDITOR

UNITED STATES COMMISSIONERS OF EDUCATION—(IV.)

WILLIAM TORREY HARRIS

Of Dr. Harris personally I spoke in the issue of December 16, 1915.

Commissioner Claxton has well said that the reign of Dr. Harris in the Bureau will long remain as the great administration.

In his day, and before and since, no other American has equaled him in philosophical brilliancy. No other American scholar has had the same admiration of the scholars of Europe. Others have written about philosophy, he wrote philosophy. Others thought about philosophy, he thought philosophy.

He showed me personal letters that accompanied high honors conferred upon him by foreign courts and universities. These letters were most discriminating and ardent in their appreciation. They were personal always and he would tell me what the writer stood for in the scholastic world and then say: "That is what signifies; the personal appreciation of such a man." I wanted to announce some of these honors. "No, others can get honors, but these personal letters that cannot be published, these are my satisfaction."

One had to know Dr. Harris with his books in order to know him. Publicly I have never known a more modest man, but in his library he enjoyed reading aloud appreciative personal letters from intellectual giants. He never showed me anything in print that had been said about him, but he did enjoy the personal appreciation of men whom he admired.

His "Reports of the Bureau of Education" contain philosophical treasures, but unfortunately they are buried beneath unnumbered pages of statistics, valueless because there was no money with which to secure vital information.

I recall writing him with some indignation that his Report had no mention of four Massachusetts State Normal Schools, five years after they were opened, and that the figures of the other five were far behind the times. I trembled as I opened the letter in reply, but he was not in the least dis-

turbed, said he was not at all surprised; that Massachusetts normal school principals paid no attention to his circulars and he should continue to use the old figures until they sent him new ones. He closed with the remark that if I would send to a certain department the names of the new normal schools, circulars would be sent them, and if the principals replied the figures would be inserted.

It was always in evidence that he had slight respect for mere statistics.

Of Dr. Harris it may be safely said that from his first St. Louis Report to his last Report as Commissioner of Education, from his least important article in *The Independent* to his Introduction to a volume of the International Education Series no sentence of his was ever trite or trifling, weak or nerveless, aimless or purposeless. No one can read anything he ever wrote without realizing what "preparedness" signified to him.

The salary he drew while Commissioner of Education and the appropriation for the Bureau are scandalous. They have always been bad enough, but they were far behind the meagre amounts now available.

Dr. Harris was a most interesting correspondent; just as he enjoyed receiving letters from men from above he enjoyed giving pleasure to men below.

I think there has been no greater satisfaction in my thirty years of editorial life than in the appreciation of Dr. Harris in personal letters, no one of which have I ever previously used publicly, but it may be pardonable now because they are used to show his spirit and in no sense from personal pride.

Department of the Interior
Bureau of Education,
Washington, D. C.

April 19, 1897.

My dear Mr. Winship:—

The articles on commercial and industrial geography open up a great field. The article for April 15th is especially good. These articles point out the direction in which our geography teaching in the schools should go. It is very much more important

to have the commercial and social side of geography than the mere geological and meteorological sides. The teachers first and then the children, and finally the parents, ought to know the dynamics of their civilization. They ought to know how much of the national income is derived from agriculture, how much from mining, how much from fishing, how much from the manufactures and how much from commerce. I have been writing up lately a lecture on this point and a week or two ago read it in New Haven before the Phi Beta Kappa Society.

Very sincerely yours,

W. T. Harris, Commissioner.

Department of the Interior

Bureau of Education,

Washington, D. C.

November 23, 1896.

My dear Doctor Winship:—

I have just returned from the Chicago meeting of the Committee of Twelve on Rural Schools. We had a great time out there and I begin to believe that we shall make a report which will contain something new and also true and interesting regarding the rural schools. You, yourself, know how prevalent the commonplace articles have been in the educational literature regarding the rural schools. Your pamphlet on Rural Schools is a very valuable one on account of your own paper and Superintendent Stockwell's, of Rhode Island. The other parties in the pamphlet do not say so good things as they would if they threw fear to the winds and talked about the new things which are happening under their own supervision. I shall hope to let you see a copy of the first draft of my sub-committee's report, confidentially of course, inasmuch as not a line of it must go into print until Sabin gets ready to print it. But I should be very glad indeed to have a conference with you and talk over this whole matter.

I have been intending to write you for several weeks to tell you how excellent your paper is this fall. I thought it was at the top of human achievement before, but really you have put ever so many new rounds in this year and have improved what was so good before. I like particularly what you said about Philbrick and you see that article suggests the writing up of the history of the graded school which Philbrick organized away back about '47 (the Quincy School). There must be men living about you who attended that school and can tell you the difference between its organization and the organization of the other schools in Boston. You will remember the eulogium which I read in Boston on Philbrick and which Mr. Dunton printed in his volume. I made such studies as I could to prepare myself for that article and I came upon the interesting question—who originated the plans and organization of that school. But I could not find the men who knew about it. You are aware, as I am, that almost all of the Boston teaching force comes from Maine or from other places outside of Boston and I found it not easy for me to pick up the information I wished.

I was greatly pleased to see with what force you used Davidson's categories in your address before the agricultural people up in New Hampshire. Your article is a magnificent one.

Very truly yours,

W. T. Harris, Commissioner.

I have known no other man who was quite as appreciative as was Dr. Harris, and he took time in his busy life to give voice to his appreciation.

I wonder how many of the educational leaders of today are writing to the younger men such words of appreciation and inspiration.

ILLITERACY

BY CORA WILSON STEWART

President Kentucky Illiteracy Commission

I was glad when President Wilson vetoed the immigration bill. The United States of America is a place where illiterates should meet with instruction, not exclusion. And not only should instruction be provided and proffered, but, if necessary, it should be pressed upon them, immigrants and natives alike.

What right has a nation which has liberty as its watchword to close its eyes to the fact that five and a half millions of its people are enslaved? What right has the government to ignore their need while it relieves cattle of ticks, cotton of weevils, hogs of cholera, and does many other things no more needful, if as much so, as redeeming its people from illiteracy? This nation has no greater educational, social, economic or religious problem than that of emancipating its army of illiterates. When shall it begin to strike the shackles from these unfortunates? It has already begun. At least, the illiterates have begun the clamor for their opportunity.

In Kentucky in the fall of 1911 we started to wipe out illiteracy. How many illiterates we had and how Kentucky ranked among the states is nobody's business but our own and the census bureau's. But, one illiterate in a state is one too many, and Kentucky had a plural number.

In Rowan County, where hills are high, roads rough and rugged, and streams unbridged, the experiment of teaching grown-up men and women in rural sections was first tried out. The writer was superintendent of schools of that county, and it was no unusual thing for a mother to come with a letter from a far-away daughter to be read and answered, or for a man to want a business letter written concerning transactions involving sale or purchase of timber, grain or hides. For years I wrote letters for illiterate men and women when I ought to have been teaching them to read and write. Finally I really heard their call, and then we opened the moonlight schools and let them have a chance to learn to read and write for themselves. With the aid of a patriotic corps of teachers, we opened the public schools to them for a limited session at night, choosing that time when the moon shone brightly, that its rays might entice them from their homes and, at the same time, might light them over the roads to the schools.

They flocked into these schools. Weariness, distance, proved no hindrance. With some it was the first chance in a life-time; with others it was, as one old man expressed it, "a second chance," and they were determined not to lose it, lest a third should never come. They set the day schools an example, surpassing them in attendance, enthusiasm, discipline and results. Many learned to write the first evening the thing which they had craved for years to write—their names—but the dullard required two evenings to accomplish this feat. Within eight or ten evenings they were writing letters to loved ones, telling them of the new institution, the moonlight school. Men aged forty and fifty learned to write a legible letter in seven evenings, not strictly correct as to

orthography, of course; while those sixty, seventy, eighty and ninety years of age required a little more time, adding two or three evenings for each additional decade. While these statements may upset some educational theories, the most radical follower of tradition will admit that when a fact disputes a theory, it is time to discard the theory. It must be remembered, too, that these were mountain folk, and few have minds as keen as these pure Anglo-Saxon people, who breathe none but pure air, go to bed early and rise with the lark, live wholesome lives and keep their minds

fresh and ready to devour books when the chance comes. Then, we had methods, too, and methods count next to minds in education.

Twenty-five other counties began the fight on illiteracy, and Kentucky saw that the movement had come to stay until these people were set free; so the state took the work over, placing it, by legislative enactment, under the direction of an illiteracy commission, whose business it is to fight illiteracy as actively as the forestry commission fights fire. Now Kentucky has moonlight schools everywhere.—Used by permission of The Fra.

The new country school must shift the emphasis from traditional subjects taught in traditional ways to farm and home subjects taught in terms of country life.—Addie M. Ayer, Lewiston, Idaho.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

IN CALIFORNIA, MARCH, 1916

There is no day in the year that I have not been in California, though I have never been in the state more than a few weeks at any one time. There is no day in the year that I do not enjoy California when the weather is on dress parade, and I like no place when the weather is not on its good behavior, but of all months in the year I like best to go to California in March, when from zero temperature, blizzard snowstorms, or March wind elsewhere I find myself in an hour's time translated from the dreary desert into a land of bloom and fruit, of the universal green of field, grove and orchard, of rarest floral luxuriance and orchard fragrance, of fresh berries and garden delicacies.

This time I traveled near 2,200 miles in California, and everywhere everything was a revelation.

You might think one would know it all who had been to the coast forty-one times, but I never learned so much per day as in 1916, never had so many surprises, never was quite so appreciative.

DAVIS AGRICULTURAL SCHOOL.

I always know just what I want to see everywhere, and one's California friends always have automobiles and time to be hospitable. From Sacramento I went to the Davis agricultural farm of 779 acres, the only farm in the country with the dignity and science of a state agricultural college and the conscience to make a place for lads who cannot get a certificate for a college or university, young men who can in three years equip themselves for the skilful management of a farm. Beside them, for two half years—the farm season of two years—are state university students who come here to apply their scholarship vocationally.

No agricultural college is doing its work for farm improvement more satisfactorily than the agricultural school at Davis is doing its work for young men who will do the farm up-lift work directly.

There are more than 300 non-college boys enrolled for three years, more than 100 university students, and about 200 farmers-in-service come for the annual short course. A better combination of association it would be difficult to find, or a better place to work such a combination effectively, or a more efficient leader than Dean Van Norman.

The feature most completely worked out is that of poultry-raising, for this is a combination of demonstration and commercializing, each doing its work well.

A poultry ranch of 2,000 pullets, with 1,000 white leghorns for commercial demonstration, incubating and brooding 5,500 chickens!

Selling cockerels at forty-eight cents a pound is good commercial demonstration surely!

Is poultry-raising a woman's business? That is a question that is being asked all over the country. A year ago I called attention to the fact that at Pullman, Washington, Agricultural College a woman was in charge of their remarkable poultry demonstration, and at Davis Mrs. Parkhurst is in charge of the breeding and brooding of 5,500 chickens with a record of 86.6 per cent. of the eggs giving healthy little youngsters for brooding.

By the by, Mrs. Parkhurst was a success as a singer on the vaudeville stage, but preferred to come to Davis and learn the art of chicken breeding and brooding, and she evidently enjoys the appreciation of the feathered host more than she did the applause of pleasure seekers.

The other animal industries are being developed for demonstration purposes, but next to the poultry phases of Davis the garden demonstrations were of interest. Think of experimenting on eighty varieties of lettuce, five hundred varieties of grapes, three hundred varieties of apples, pears, plums, peaches, cherries and other deciduous fruits, and sixty varieties of barley!

THE MEANING OF TUSKEGEE—(V).

BY W. J. BUTTON

Glendale, California

Having heard and read much about Booker Washington and his school I visited Tuskegee with high expectations. I had read with absorbing interest that masterly autobiography "Up From Slavery." As a human document I had found this work without a superior, and as pure literature, with but few equals in the English language. In some vital respects it was to me the most notable publication of the decade. I had listened to the simple eloquence of the author of this marvelous book; I had been deeply impressed by the saneness and sincerity of his teachings; and my respect and admiration for the man were of an exalted character. I, therefore, expected to find a well organized institution here, operating in an orderly manner and guided by well meaning, intelligent men and women. I had, indeed, framed in my mind a Tuskegee picture of large proportions and fair exterior. But the real Tuskegee was a revelation. In my fancy I had drawn only dim, imperfect and wholly inadequate outlines of the actual. The material possessions—the campus, the buildings, the fields and their products, the farm lands and the live stock, the libraries, the apparatus, the machinery, etc.—far exceeded my most extravagant imaginings, while that which means most of all—the bright and cheery atmosphere of Tuskegee—I had entirely left out of my picture! Indeed, the spirit which makes Tuskegee Institute so perfect as a human organism is beyond any form of expression.

A little more than one hundred years after American Independence had been won by the first Washington, a second Washington opened the doors of an abandoned old church and a dilapidated old shanty for the grand business of education. Even this sorry physical outfit was not the property of the infant institution. One teacher and thirty pupils constituted the original faculty and enrollment. This was the first glimmer of the rising sun of Tuskegee!

The school was established by the Alabama legislature in 1880 as the Tuskegee State Normal School, but in 1893 it was incorporated as the Tuskegee Normal and Industrial Institute. Its declared object was then and still is to provide young colored men and women an opportunity to learn a vocation, and to gain a sound, moral, literary and industrial education; and the methods of instruction employed, according to the annual catalog, aim to correlate and combine the academic studies and industrial training in such a way as to emphasize the social and moral significance of skilled labor and at the same time illustrate, in the shop and in the field, the practical meaning of the more abstract teachings of the classroom.

As the institution was thus planned to include industrial education material equipment was a necessity. Fortunately, within a few months after the opening of the institute an opportunity came for the purchase of a cheap piece of land near Tuskegee on which were a few inferior buildings, including an old stable and an old hen house which

were cleaned, repaired and utilized for recitation rooms. The first live stock owned by the school was an old blind horse given by one of the white citizens of Tuskegee.

The greater part of the first thirty students were public school teachers, and Mr. Washington says it was interesting to notice how many big books they had studied and how many high sounding subjects some of them claimed to have mastered. But their teacher soon found that most of his students had the merest smattering of the things they had studied, and but little thought of applying their knowledge to the every-day affairs of their life. "While they could locate," he says, "the Desert of Sahara on an artificial globe, the girls could not locate the proper places for the knives and forks on an actual dinner table."

The students were making progress in book study, but it became apparent at once to Mr. Washington that if the school were to make any permanent impression upon those who had come to it for training, it must do more than teach them books. In order to lift up these people he saw that mere imitation of schools as they then existed was not sufficient.

Dr. Washington thus tersely states some of the things he then wished to accomplish: "We wanted to teach the students how to care for their bodies. We wanted to teach them how to bathe; how to care for their teeth and clothing. We wanted to teach them what to eat, and how to eat it properly, and how to take care of their rooms. Aside from this we wanted to give them such a practical knowledge of some one industry, together with the spirit of industry, thrift and economy, that they would be sure of knowing how to make a living after they had left us. We wanted to teach them to study actual things instead of mere books alone. We wanted to be careful not to educate our students out of sympathy with agricultural life. We wanted to give them such an education as would fit a large proportion of them to be teachers, and at the same time cause them to return to the plantation districts and show the people there how to put new energy and new ideas into farming as well as into the intellectual and moral and religious life of the people."

His purpose was to make his students effective members of the community in which they lived; and to accomplish this end he sought to train them to be intelligent, ambitious, reliable and capable. Thus by a third of a century Washington anticipated the educational conviction of today that "efficiency through perseverance, exactness and skill is of far more value than any knowledge, however great, of technical terms, scientific facts, rules and definitions"; and that the school must give not simply skill, but also intelligence, right habits, correct methods and high ideals,—must in short teach "how to live as well as how to make a living."

The condition of most of the colored population intellectually, morally, socially, industrially was at that time wretched indeed as Mr. Washington found by traveling through the country

districts examining into the actual life of the people. How to lift them up through the medium of students educated as leaders at Tuskegee was the tremendous problem he now set himself to solve.

The chief ambition of the large proportion of the students was to get an education so that they would not have to work any longer with their hands. But according to Booker Washington's inflexible plan work and study are inseparable. All of the numerous industries at Tuskegee have grown gradually to meet community needs. "We began with farming," says the founder, "because we wanted something to eat." Then followed other labor activities taught by the best methods for the double purpose of benefiting the school by the products of the students' labor, and of training them to see not only utility in labor, but also duty and dignity.

The story of the growth of Tuskegee from its lowly start reads like a fairy tale. Yet it is a growth which is truly the logic of events. The school has worked out its own salvation. It stands today not as a hastily erected monument to the beneficence of appreciative wealth—great as is Tuskegee's debt—but rather as an illustration of the rational expansion of a great idea. It is the old story of the mustard seed retold. A vital purpose, a definite plan, the elements of time and intelligence, of faith and courage, a master builder—behold Tuskegee!

Such were the forces set to work at Tuskegee that Fourth of July, 1881, on the mighty problem of uplifting a race. Now, after the passage of a little more than a third of a century the visible evidences of prosperity and usefulness are known of all men in all lands.

There is probably no group of the population which is harder pressed by the necessary cost of living than are school teachers. Their standards have risen with the rapidly rising standard of life among the well-to-do portion of the population. The prices of the things which they have to buy have increased during the past two decades at a phenomenal rate. Meanwhile salaries have lagged woefully behind or have stood stock still. The time has evidently come when teachers as a body must face the issues squarely, discover the cost of a fair standard of living and insist that the members of the teaching profession receive salaries high enough to enable them to pay for that standard.—Dr Scott Nearing, Toledo.

CHILD ART

BY KATHERINE M. BALL

Director of Art in Public Schools of San Francisco

Art as it is generally scheduled in courses of study in our schools is not vocational, but educational. It does not claim to produce artists or mechanical draftsmen, but to give a training designed to develop the faculties of observation, imagination and graphic expression.

Its purpose is cultural, not technical, a culture which fundamentally prepares for life—and not exclusively the life of employment—but the personal life of leisure, which to most people is a very important one.

Art is the creation of the beautiful, and drawing is the vehicle of art expression. To create beauty we must first discern it in the two great worlds where it manifests itself; the world of nature and the world of art.

The young everywhere are variously talented. Some are creative, others merely imitative. Some are artists, others mechanical. Some are precocious, giving great promise which they never fulfill. We know that instruction can at best only develop faculties. It cannot create them, but who is to say that faculties may not lie dormant in the child ready to unfold, or what soil is ready for the sowing?

Expression is one of the principal functions of life. The small child uses drawing as his medium, even before he is able to make himself understood by speech. He marks a paper and directs your attention to it as the representation of his baby idea. For this reason graphic expression should be correlated with all studies as far as possible.

The child lives in dreamland. His is the world of imagination, where all things are vague and in-

definite. Drawing should be the channel through which he reveals himself, therefore his training should begin with the illustration of the pictures of his imagination, while the particular study and portrayal of objects should be reserved for a later period of his education.

The teacher, through well told stories, should equip him with a veritable mental gallery, and then not merely permit him to play at drawing, but she should direct him in his expression, not by dictation, but by processes which will stimulate his interest, establish his confidence in his own ability and guide him in working according to method.

Illustrative drawing develops observation indirectly, but as it proceeds, the necessity for a more definite conception of the structure of objects manifests itself and the need for object drawing is felt. For this both natural and still life models are studied and drawn. Picturesque plants, groups of fruit and vegetables and objects of simple shape and attractive colors are selected.

The pupils are taught not only to see beauty and structure, but principles of composition—the particular placing and grouping of models, principles of perspective, light and shade and color harmony.

We give one-half of each year in all grades to object drawing and the other half to design. In teaching the latter subject the purpose is not to make designers any more than the teaching of object drawing is to make artists, or the teaching of literature is to make poets.

The aim is purely educational or the formation of a correct taste. Some pupils may possess the creative faculty—if so, its special training and

JOURNAL OF EDUCATION

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IDAHO RURAL BULLETIN

In no phase of education is progress so great at present as in literature for country life from the standpoint of the rural school.

The famous Country Life Commission of President Roosevelt's administration was brought into being because of the far-reaching interest in country life conditions, and the report of that commission gave concrete setting for the best public opinion.

Of all the documents, all very good, which have been issued as the direct or indirect result of that report nothing appeals to us more forcibly for its sanity, wholesomeness and availability than does the "Handbook for Rural Teachers" issued by Commissioner Edward O. Sisson of Idaho, and prepared by Addie M. Ayer of the State Normal School at Lewiston and John C. Werner of the Albion State Normal School.

From the first paragraph to the last these sixty pages thrill with appeal, conviction and inspiration to realize all that we idealize in country life.

The spirit and vitality of the book may be caught from such sentences as these:—

"The three R's were never so important as they are today, but they must be so socialized and so vitalized that they will contribute more concretely than in the past to the modern aims of rural education."

"One may teach agriculture, domestic science, sewing and other so-called vocational subjects and still fail if her vision is not broad enough to see that every phase of the school work and every neighborhood activity should contribute definitely to the making of better men, better farming and better living."

"Let better men, better farming, better living

be the aim of rural education rather than passing eighth grade examinations or entering some higher grade or some other school."

We think of nothing vital that is omitted, we find nothing inadequately treated, nothing over-emphasized.

This notable treatment of a great need comes from the normal schools of Idaho and we know of no schools that are grappling with the serious problems of country life more effectively than are the normal schools of Lewiston and Albion.

MUSIC IN KANSAS

Comparatively few persons have any comprehension of the great strides made in the service of the public in music through educational leaders.

In some highly important features Kansas is leading America. Frank A. Beach, in charge of the Department of Music of the State Normal School at Emporia, has built up the musical phase of the school until there are now thirteen teachers of music and four student assistants.

In class work there were last year 1,199 students. There is an orchestra of forty pieces, a school chorus of 250, two women's choruses, a glee club, and a student band. There were 463 students taking private lessons on the piano, pipe organ, violin, wind instruments and voice.

But the greatest service of all is the service of the public through extension work in Music Appreciation. Five years ago the simple course in Music Appreciation given at the normal school led to requests from over the state for lectures until the physical impossibility of meeting the increasing demand led to the idea of loaning records belonging to the school. Discovering that at that time only a few high schools had Victrolas, the Traveling Appreciation Course was developed in 1911 and 1912. This consisted of a Victor V with horn and a dozen records accompanied by a sufficient number of booklets so that each listener might have one. No charge was made other than for transportation. This proved so great a success that several sets of records were secured from the Victor Company, and these have been in constant use for three years. As the high schools have purchased machines the request has been for records and other lectures. These have been outlined on the following topics, folk songs, characteristic national music, different kinds of vocal music, the oratorio, an orchestral program including the instruments of the orchestra, an evening of opera in which were included any three of the well-known operas, sending a few records of each, and a lecture on single operas.

A course for rural schools has lately been evolved. This consists of a small Victrola and ten records packed in two boxes and sent to any rural school by parcel post; the school paying the transportation. The selection of records was made from a large list by experimentation,

when we found what the children in rural schools really would enjoy. The notes and lectures which precede and accompany the records are included. Inquiries regarding this traveling appreciation course have come from all sections of the country and several states have adapted the plan. The Thanksgiving Festival is a simplified pageant for rural schools and small high schools which is sent out for the asking.

They have made slides of some of the old familiar songs, like "Old Folks at Home," "Dixie," etc., and these are introduced between reels and sung by the audience under the leadership of some efficient person, accompanied by the orchestra or mechanical player. The first town in Kansas to introduce this is Stafford. The supervisor of music in the schools has charge of it and her school orchestra plays. The school will share half of the proceeds.

We can scarcely hint at the achievement in this work under Mr. Beach's direction. It is the greatest state-wide musical development of which we have known. It is worth your while to write Frank A. Beach, Emporia, Kansas, about this work.

BELGIAN RECONSTRUCTION

The Belgian Scholarship Committee was founded in Washington by the well-known author, scientist and traveler, Dr. Nevil Monroe Hopkins. At first its aim was simply to collect money for destitute scholars, but its scope has become broader and broader.

The present aims are: To give to the Belgian scholars, writers and artists a chance to resume their work of art or science and to raise a fund for the reconstruction of a new and better Belgium, especially in the educational field.

The aim is to be ready, as soon as the war is over, to help in putting Belgium on her feet again for a new and greater career.

They plan for a collection of American books—books published in America, or relating to American affairs. We should thus be able to offer to Belgium, soon after the war, an American library. No gift would be more appreciated and would do more to bring about a better understanding of American conditions and ideals, and greater international friendship.

Money is needed to help Belgian scholars and artists; money is needed to carry on activities. The plan is to remit a huge reconstruction fund (to be used for educational purposes only) to the Belgian people when the war is over.

The committee does not expect to be helped by the general public, as is the case for the general relief fund, but earnestly appeals to those who are especially interested in the development and diffusion of knowledge and art.

The best way to show one's sympathy is to become a fellow or member of the Belgian Scholarship Fund for the duration of the war and two years thereafter. The associate members agree to subscribe at least ten dollars a year; the sustaining members at least one hundred, and the fellows a thousand. Please draw

checks to the order of John Joy Edson, treasurer, and send them to the Belgian Scholarship Committee, 309 Wilkins Building, Washington, D. C.

SOUTH CAROLINA'S AWAKENING

Columbia, the capital of the state and correspondingly conservative, has an educational record under Superintendent E. S. Dreher that cannot be overestimated.

It must be remembered that the city has only about 22,000 white population and these have to bear to a large extent the school taxes for the 15,000 negro population.

In ten years the school buildings have been entirely new with the exception of a negro school building, and that is practically new, having been entirely made over within and without. All this at a cost of nearly half a million dollars. In all regards the school work has been modernized as much as has the material equipment.

NEW YORK PENSIONS

All pension bills appear to have been killed in the New York State Assembly. It is apparently the result of the refusal of a large majority of the teachers in the referendum to accept the "Safety First" bill prepared by the Pension Commission. Of the merits of the discussion we have never been certain. It is our habit of mind to think that a large majority is usually right, but in this case we have had a sub-conscious conviction that it was a serious mistake for the teachers not to be grateful for the security of the "Safety First" bill which they could have had. At least the present bankrupt condition of the Pension fund which must now continue for some time is not in any sense satisfactory.

It is not easy to get an ideal bill through any state legislature, when an "ideal bill" means satisfying everybody concerned.

A SEX PROBLEM SCHOOL

Whatever one's prejudices may be, however sensitively one may shrink from the treatment of sex problems, it may as well be frankly admitted that sex education is to be tried out very fully and the question is not "Shall sex problems be treated?" but "How, when, where, by whom shall sex problems be considered?"

The personal endorsement of Dr. L. D. Harvey of Stout Institute, Superintendent Charles Lynch of Lakewood, Ohio, and others in whose judgment we have unbounded confidence leads to the belief that Dr. Mabel S. Ulrich, 1718 Oliver Avenue, South, Minneapolis, is medically, educationally, psychologically and personally prepared to deal with the sex problems of girls and young women delicately, sanely and efficiently.

She has met the needs of college girls in a highly satisfactory manner under the direction of the National Y. W. C. A. At the college she gives a course of daily lectures on the problems of social morality and sex-education. She also meets the young women in private conferences.

At Stout Institute, Menomonie, Wisconsin, Dr. Ulrich met the young women and the women

teachers for two weeks and the judgment of all concerned was most emphatic in approval of the work in all its phases.

At Lakewood, Ohio, in the public high schools Dr. Ulrich dealt with girls in the secondary school age and the commendation of all features of the work is uniformly strong.

Dr. Mabel Ulrich seems to be a wise and efficient leader in this most vital phase of education, and in New York, immediately following the sessions of the National Education Association, she will have a summer school for the teaching of teachers to deal with the sex-problems of girls along the same lines that she follows so safely and effectively.

For particulars write directly to Dr. Mabel S. Ulrich, 1718 Oliver Avenue, South, Minneapolis.

TEACHERS AS A BY-PRODUCT

In our comments on Dr. F. E. Spaulding's heroism in Minneapolis we used an unusual expression which possibly might have been wisely omitted.

It was certainly not a conventional use of the term by-product, but we meant it merely as a bit of pleasantry. We have known and admired Newton for nearly half a century. We taught in Newton once upon a time and we know of no one now living who taught there in our day. We were the youngest principal in the city, by far the youngest, and we are left alone to remember those good old days.

We have always admired Newton as a queen among the suburbs of Boston.

We have known every superintendent Newton has ever had and nearly every principal since that early day. No one knows better the pride of Newton in her schools and her teachers have been incidental to her pride in her system of schools. Her teachers have always been for the schools and never the schools for the teachers.

JUNIOR HIGH IN SOMERVILLE

Superintendent Charles S. Clark of Somerville, Massachusetts, is apparently leading all New England in a complete equipment for a Junior high school development.

The Board of Education has committed itself to the entire Junior high school scheme, and buildings will be enlarged in various sections of the city and at least one entire new Junior high school building will be erected.

In every case, old or new building, the equipment will be adequate for all Junior high school activities.

No city in America will be more educationally progressive than Somerville when Superintendent Clark and the Board of Education have completed present plans.

POEMS FOR MEMORIZING

Miss Sara F. Derby of Fitchburg, Massachusetts, is making an heroic effort to promote the universal memorizing of good verse through the publication of individual poems on leaflets that are of slight cost. We have previously called attention to her scheme, which is styled "Unit Poems."

It is well worth while for school boards to consider the feasibility of her plan. At slight cost schools can thus be supplied with poems that are invaluable.

CONVENTION HOTELS

There is always complaint that hotels do not live up to their agreements on hotel rates. This merely emphasizes the fact that the complainant is not intelligent on hotel agreement.

There is only one difference in first-class hotels at convention times and other times. This is in the expression "capacity rates."

Ordinarily you can get a room with a double bed for three dollars, for instance. Two people could have that room for four dollars. At a convention two persons can have it for four dollars as at any other time, but one person must pay four dollars, "capacity rate."

It is well to bear this in mind in engaging rooms for a convention.

HOME VISITORS

We are using this week an article by Mr. Griffin of Portsmouth, New Hampshire, upon an important new subject. We cannot longer delay the use of some effectual method of bringing the school in close touch with the home. Here is an entirely feasible and sensible way of achieving results.

Unless you have some other plan in successful operation, why not try this at once? It is simple, practical, adaptable.

George A. Plimpton, senior member of the firm of Ginn and Company, has given his native town—Walpole, Massachusetts,—a town forest, which is destined to be one of the most attractive and usable parks in the state.

The University of Missouri is in trouble over the non-payment of salaries since January 1. These are indeed troublesome times for colleges and universities. When it isn't one thing it is another.

The Boston Globe calls attention to the fact that the Harkness who has left half a million dollars to Yale was a Standard Oil director, not the author of the Latin grammar.

It is estimated that more than 2,000 cities and towns in the United States remembered the 300th anniversary of the death of William Shakespeare through the schools.

Judging by what we know personally of proposed attendance at the New York meeting of the N. E. A. we shall not be surprised at any enrollment.

President William G. Willcox of the New York Board of Education is wise and courageous in advocating "night schools the year round."

Arrangements for the New York meeting of the National Education Association, July 3 to 8, are progressing beyond all precedents.

Harper's Weekly has been sold again—this time to The New York Independent. It will unquestionably stay there.

CHILD ART

Continued from page 545.

development must be left to the technical schools—but all pupils will ever be consumers of design. They never can escape seeing the products of the artificial world where is to be found architecture, decorations, furnishings, clothing, jewelry, etc.

The teaching of the grammar of design and the constructive designing under ordinary school conditions is necessarily superficial. We barely touch it, yet the pupils get sufficient to relate them to the natural and artificial world and through it are led to see the beauty in their own environment. It is to the beauty of nature that we look for inspiration to produce art. It is to art that we look for an interpretation of nature. It is art that determines the culture of nations. It is art or the design of an object that fixes its commercial value and attracts its purchaser.

Our work is cultural. Its effects on the individual or the community cannot be determined by immediate results, but will be felt in the future. All pupils profit by it, but in addition the talented child is discovered, and here lies the most serious problem of the art director. What is to be done for him? What is to become of him? In the years of experience in these schools I have seen many such bud disappear before blooming. How often have I asked, "Where is Johnnie or Mary?" only to be told, "Gone. Working in the butcher shop," or "in the factory."

Realizing the value of genius and the great importance of fostering and preserving it for the benefit of humanity in general, it is most distress-

ing to see it blighted and withering away for want of sustenance, when it should be conserved as one of the most precious possessions of a people. Some day there will be an awakening and our talented children—these we term the supernormal—will be considered our greatest asset. We then will train them in special schools under the tutelage of experts in every subject, and we will furthermore make provision for utilizing their varied abilities in art industries which will be a source of profit to the community, and make us in reality an artistic people.

I believe that happiness derived from harmony is the goal of humanity.

I believe that beauty is a supreme channel for the expression of harmony.

I believe that humanity has as much need for the contemplation of beauty for spiritual growth as it has for material nourishment for physical preservation.

I believe that the appreciation of beauty, whether related to nature or art, is uplifting, ennobling and inspiring.

I believe it profitable to devote days periodically to the enjoyment of the celebrated features of natural beauty in our own environment.

I believe in systematically visiting the depositories of art, such as museums, art galleries, art shops and private collections and making a serious effort to understand and enjoy all their worthy contents.

I believe in expressing beauty everywhere; in our city in general in our parks, our public buildings, our homes, our clothing, and in the simple and commonest things of daily life—Address.

EDUCATORS PERSONALLY

Lewis Parkhurst, one of the senior partners of Ginn and Company, of which company he is treasurer, is one of the most public spirited citizens of New England. His interest in Dartmouth College and the service he has rendered and is rendering that institution place him in the forefront as an educator. One of the most important buildings erected on that campus in recent years, "Parkhurst Hall," was the gift of Mr. and Mrs. Parkhurst as a memorial to their son, Wilder. Mr. Parkhurst is chairman of the committee of trustees that has among its duties the selection of a president of the college.

In Winchester, one of Boston's most attractive suburbs, he is a leader in all progressive civic and educational affairs, and represented the municipality in the legislature as long as he was able to devote the time to it. He is now president of the Republican Club of Massachusetts, and of all the eminent statesmen and business men who have occupied this position none has graced the office more honorably. As a public speaker Mr. Parkhurst is an attractive, convincing, scholarly, cultured orator.

Mr. Parkhurst graduated from Dartmouth College in 1878, taught in Vermont and New Hampshire and was principal of high schools in Athol,

Fitchburg and Winchester, Massachusetts. For thirty years he has been of the firm of Ginn and Company. He is a life trustee of Dartmouth College. No other citizen of Winchester has been more honored with opportunities for civic service, and none has more honored Winchester in such service. In Boston he is a member of the most important clubs, such as the Union Club, the University Club and the Boston City Club, and is a leader of public affairs of the metropolis of New England.

Miss Katherine M. Ball, director of art in the public schools of San Francisco, has practically had no rival in any city in the development of appreciation of art in children of all ages and in the cultivation of their ability to see what they draw, to know how to see it, how to reproduce what they see. With her there is no manacling of the spirit with mere detail. With her the technique is for the clothing of the ideal, and not, as is so often the case, mere crutches upon which to try to make a child walk as though he were a cripple. It is something to reach up to and not something to lean down upon. Miss Ball is an inspirational teacher of art with the artistic spirit and talent.

We use elsewhere an article by her which every teacher should read and re-read.

Miss Jennie Burkes of Cumberland Gap, Tennessee, was to the Detroit meeting what Mrs. Cora Wilson Stewart was to the Richmond meeting.

There is no possible program feature that will be brighter, more entertaining, more inspirational, or more valuable than a talk by Miss Jennie Burkes, superintendent of Claiborne County, Tennessee.

Because of the Richmond meeting and the publicity given Mrs. Cora Wilson Stewart's part therein she has been in many state associations, and she has merely begun her public platform service. Jennie Burkes' story is different, but it is not one whit less fascinating or vital than is Mrs. Stewart's.

Mrs. Sarah Morley French, whom the Cleveland Board of Education paid \$1,000 because they had refused to allow her to continue teaching after she married Colonel French, is exceedingly useful as probation officer of the Juvenile Court of that city.

A CONSTRUCTIVE SURVEY

Fred C. Ayer and Don. C. Sowers of the University of Oregon, and Superintendent Charles R. Frazier of Everett, Washington, have made an intelligent survey of the schools, school equipment, and school system of Ashland, Oregon. We give a summary of their constructive recommendations:—

1. That an outside room be provided for the manual training classes, to be built largely by the work of the boys themselves, and that a larger room be provided for the sewing work in order that the girls may work at tables.

2. That efforts be made to secure by loan or gift a larger collection of good pictures, mural decorations and pieces of sculpture.

3. That doors or screens be placed in front of the toilets in the grade schools.

4. That sixty-eight degrees be established as the standard temperature of the schoolrooms instead of seventy, and that the halls at the East school be warmed.

5. That vigorous physical exercise be required in each grade room for at least five minutes during each session, or a run in the open air for an equal length of time.

6. That the main effort of the Ashland school authorities be directed toward strong courses in the standard academic branches with knowledge of fundamentals, formation of character, development of disciplined mind, and acquisition of general culture as the chief educa-

tional aims, but that physical and industrial education be considered sufficiently fundamental and important as to demand thoroughly substantial support.

7. That the aim of the manual training work be made more vocational, and that home gardens and poultry-raising clubs be organized under school supervision.

8. That prospective rural school teachers take the high school teachers' training course, but that prospective city elementary and high school teachers be advised to take their professional training later in higher educational institutions.

9. That more attention be given to the fundamentals of punctuation and capitalization.

10. That classes in penmanship be reorganized on the basis of ability, and that a large share of the time now given to the best one-fourth of the pupils of the upper elementary grades be devoted to the poorest one-fourth.

11. That good writing be made a prerequisite for admission to bookkeeping courses.

12. That more emphasis be placed upon silent reading.

13. That a teacher or supervisor of physical education be employed.

14. That a greater length of tenure of position be maintained in the high school teaching staff.

15. That departmentalization be extended to include music and drawing above the third grade.

16. That more supervision be given to high school teaching.

17. That the teachers keep more detailed records of plans and progress.

18. That efforts be made to locate by use of quantitative tests the various abilities of individual pupils in the fundamentals, and that individual and auxiliary teaching be guided to a greater extent by such standards.

19. That the present study of conditions of retardation, promotion, and elimination be continued with the view of learning and ameliorating as far as possible the individual causes which prevail against backward and absent children.

20. That a more efficient system of ordering, purchasing, and recording supplies and equipment, and of accounting for other expenditures be adopted.

21. That a standard pay roll be adopted.

22. That the offices of school clerk and secretary of the superintendent be combined.

23. That the budget classifications recommended by the United States Bureau of Education be adopted.

24. That an annual budget and report be published either in the newspapers or as a separate document.

Emphasis put upon the notion of preparation for a remote future renders the work of both teacher and pupil mechanical and slavish.—John Dewey.

THE THINGS DIVINE

These are the things I hold divine:
 A trusting child's hand laid in mine,
 Rich brown earth and wind-tossed trees,
 The taste of grapes and the drone of bees,
 A rhythmic gallop, long June days,
 A rose-hedged lane and lovers' lays,
 The welcome smile on neighbors' faces,
 Cool, wide hills and open places,
 Breeze-blown fields of silver rye,
 The wild sweet note of a plover's cry,
 Fresh spring showers and scent of box,
 The soft pale tint of the garden phlox,
 Lilacs blooming, a drowsy noon,
 A flight of geese and an autumn moon,
 Rolling meadows and storm-washed heights,
 A fountain murmur on summer nights,
 A dappled fawn in the forest hush,
 Simple words and the song of a thrush,
 Rose-red dawns and a mate to share
 With comrade soul my gipsy fare,
 A waiting fire when the twilight ends,
 A gallant heart and the voice of friends.

—Jean Brooke Burt, in *The Outlook*.

HOME-VISITORS

BY ORWIN BRADFORD GRIFFIN

Portsmouth, N. H., High School

Every day most large high schools are confronted with cases of unexplained absences, withdrawals of pupils known to be in good standing and with cases of discipline. Perhaps a dozen such instances daily demand investigation. Generally responsibility for this investigation devolves as well upon the home-room teacher or, besides, several teachers who have the pupil in question, as upon the principal. It is the province of no one member of the staff. Of course it is the principal's business to know, but in addition to routine office work he is not always free from teaching one or more classes. The teachers, too, are already burdened with detail report-work in addition to details of instruction. To look into these cases properly implies going into homes to talk with home-folks.

We should like to see added to high school staffs persons of broad, sympathetic understanding and of good social qualities who would be known as the School Home-Visitors. They would be, ideally, a man and his wife, both with practical experience in teaching. Their position would be co-ordinate with that of any member of the teaching staff. They would make their round of rooms after morning exercises, at recess and at the end of the session. Absences reported to these definitely appointed home-visitors will receive prompt, undivided attention, and may be found to be in reality cases of withdrawal. Often a good student will be saved for the school and for himself. In cases of discipline conditions will be brought to light which may lead to complete change of attitude on the part of school authorities as well as of pupil.

The home-visitors need never be idle, supposing a school where there are no absences nor questions of discipline. They can always be carefully and sympathetically cataloging val-

uable facts about home conditions and activities having direct or indirect bearing upon the school-life of each pupil. True, card catalogs giving pupils' birthplaces and parents' occupations—perhaps a few other meagre facts—are kept, but these facts are secured from the pupil, rarely garnered from the home. The home-visitors will be fresher, too, to take charge of social activities, leaving the teachers freer to do their own stated work.

The idea of bringing home and school into closer touch is not new. We are radiantly happy that our domestic science and manual arts departments, our arrangements such as, for instance, that of Sparta, N. J., whereby "proper performance of household duties and farm chores by the children of this township will be credited on their school report cards," our Parent-Teacher and Mothers' Associations, are making closer the bond between school and home. These associations, however, rarely reach with their influence all the homes of all the pupils, especially the poorer pupils. The home-visitors, always—and always sympathetically—at work on this problem, will fill the gap. They will know pupils not only from observing them in the classroom, but also from visiting them while studying at home, and the facts which they garner will richly supplement what individual teachers already know of their pupils. Greater possibilities than are here suggested lie in the position of School Home-Visitor.

SHAKESPEARE PAGEANT

BY CHARLOTTE RUMBOLD, ST. LOUIS

St. Louis will celebrate the Shakespeare tercentenary with an outdoor production of "As You Like It," June 5 to 11, inclusive, by a cast of 1,000 persons, headed by Miss Margaret Anglin. There will be eight performances, one a matinee. All will take place in a natural auditorium in Forest Park having seats for almost 10,000 people—to be exact, 9,912.

The principals beside Miss Anglin will be professionals selected by her, but the other members of the cast will be St. Louis amateurs. Clever actors, dancers and singers from all sections of the city who wish to enter the cast are applying at the headquarters of the St. Louis Pageant Drama Association, which successfully produced the Pageant and Masque of St. Louis, in 1914, in honor of the 150th anniversary of the founding of St. Louis, and which has charge of the Shakespeare celebration. Thus the success of the association's new enterprise, from the standpoint of community interest, is already assured.

The play itself will have a framework in the form of an Elizabethan prologue and epilogue, to be enacted by 300 or 400 persons, attired in costumes of Shakespeare's time, who, on coming to take their places to view the play, will express their holiday mood in dance, song and merry-making. They then will be seated as a Shake-

spearean audience. The recent St. Louis visit of Cecil J. Sharp of London, the world's greatest authority on English folk song and dance, was arranged in order that the dancing and singing of these Elizabethans might be typical of the Shakespearean period.

More than 200 costumes for the St. Louis production are being made at New York under the personal supervision of Miss Anglin. Twice that many costumes, including those worn by the Elizabethans in the prologue and epilogue, will be made in St. Louis.

"As You Like It" will be played in the same park in which the Pageant and Masque of St. Louis was presented, but not at Art Hill, where for the great production of two summers ago more than 44,000 seats were provided. Another natural auditorium, near the centre of the park, has been "discovered" and, because considerably smaller than at Art Hill, is considered preferable for the presentation of a play written by so great a master of words as Shakespeare. Although the smaller auditorium is large enough to seat 9,912 people, Miss Anglin, when standing, recently, on the site of the stage and speaking scarcely above the tone that she uses for indoor work, was easily heard in the auditorium's farthest recesses.

Unlike the improvements for the Pageant and Masque, those for the "As You Like It" performances are to be permanent. By virtue of a special ordinance passed by the board of aldermen, the Pageant Drama Association is defraying all expenses in connection with the improvements and is to be permitted to charge admission, but after the Shakespearean celebration the auditorium is to become the property of the city without any outlay whatever by the city. Park Commissioner Nelson Cunliff, who also is chairman of the committee on stage and auditorium of the Pageant Drama Association, has announced that when the "As You Like It" performances shall have passed into history the auditorium will be available for any form of wholesome entertainment to which no admission fee is charged and that several applications for such use of it already have been received.

Commissioner Cunliff has made public a diagram of the auditorium, showing the seating plan, the stage, the stage enclosure, etc. There are to be 546 box seats, 5,466 grand stand chairs and 3,900 bleacher seats, 2,000 of which will be free for each of the eight performances.

A dancing green, about 100 feet in width by twenty-five feet in depth, will lie between the box seats and the stage. On that green the several hundred Elizabethans will give their performance. The stage will have a frontage of about 150 feet and a depth at the middle of about sixty feet. The greatest width, at the right (north side), will be about seventy feet. Its odd shape appears to have been suggested by the course of the River des Peres, which flows immediately in the rear. The stage will be reached from the dressing room enclosure, across the river, over a bridge about fifteen feet high. Under the bridge will be the dressing rooms of Miss Anglin and the other principals. The Elizabethans, foresters, courtiers,

etc., will dress in tents, which will be hidden from the audience by foliage. At each side of the stage is a large tree that grew up there. In these trees, and in other full grown trees which are being transplanted to the stage, apparatus for illuminating the stage with flood light will be concealed. A great variety of creeping vines and other flowering material, including roses, will be used on the stage in securing the garden effect so important for an "As You Like It" performance.

So great is the volume of detail in connection with the planning of the St. Louis part of the Shakespeare tercentenary that the Pageant Drama Association is occupying temporarily a large suite of offices—rooms 310 to 316, inclusive, of the Security Building, in which the officers and other members of the executive committee gather daily to direct the work. The executive committee consists of the Association's president, John H. Gundlach; its treasurer, Lambert E. Walther; its secretary, Miss M. Genevieve Tierney, and Edward A. Gessler, Arthur E. Bostwick, Dwight F. Davis, Otto F. Karbe, W. W. LaBeaume, Mrs. Philip N. Moore, Miss Charlotte Rumbold, George W. Simmons, Mrs. Sarah Spraggon and Charles A. Stix.

Authorities on the drama have assured the association that never before in the world's history has "As You Like It" been produced on so elaborate a scale as it will be in St. Louis.

DOCTOR ANGELL'S LAST DEGREE

Mr. Editor: In this hour when so many tributes are being paid James Burrill Angell, the great president of Michigan University, I would like to refer to the most impressive exercises which I have ever enjoyed. In common with thousands of other graduates I made a pilgrimage to Ann Arbor in June, 1912, when the University celebrated the seventy-fifth anniversary of its founding. The central figure of that celebration was the aged President Emeritus James Burrill Angell. There is no risk in saying that the anticipation of seeing "Prexy" was the great drawing card for many of those thousands of students who assembled in Ann Arbor for that celebration.

His appearance at any of the functions was always an occasion for cheers and most enthusiastic applause, until at times the campus became a huge sounding board, echoing one name. On commencement day many honorary degrees were conferred on persons of distinction. Among others Professor Andrew McLaughlin, son-in-law of President Angell, received the degree of doctor of philosophy. The last person to receive this honor was James Burrill Angell. It was a solemn moment, too full for any demonstration beyond that of intense silence. President Hutchins' cameo was most impressive.

A luncheon followed. President Angell sat on the platform with Andrew D. White, once a professor in the University of Michigan, on his right, and President Hutchins on his left.

In introducing President Angell, President Hutchins said: "President Angell's first duty at the University of Michigan was to confer the degrees on its graduates. I was a member of that class and received my A. B. at his hands. Today I count it one of the greatest honors as well as one of the deepest joys of my life to have conferred on him the degree of Doctor of Philosophy from the University of Michigan."

President Angell's response was most simple. "For

forty years," said he, "I have been telling the graduates of Michigan what they ought and what they ought not to do; what is becoming and what is not becoming in a graduate of Michigan. I don't know that I can live up to all the laws I have laid down, but I shall try to do so.")
 Alice Louise Reynolds.

Provo, Utah.

"SPEED UP"

Detroit, Mich., April 17, 1916.

Dear Mr. Winship: In the editorial columns of *Journal of Education*, issue of April 13, '16, is a paragraph headed "Speed Up."

It made me hark back to the days when I was superintendent at Battle Creek, Mich., and Superintendent E. C. Warriner of Saginaw was principal of the high school.

I took forty of the most capable students of all the fifth graders in the city and started them on sixth grade work under a competent sixth grade teacher, Miss Amy Peavey, who is now Mrs. Amy Peavey Cutting, and supervisor of music of the elementary grades in Battle Creek. These forty students completed the sixth grade and one-half of the seventh grade in one year. The following year these students completed the seventh grade and all of the eighth grade, thus completing three years' work in two years.

It is now a historical fact that these same students were among the best students during their high school course, which was completed by nearly all who started with the picked "forty" in that sixth grade, with credit to themselves as well as the school. This was nearly twenty-five years ago, and when I read this "Speed Up" editorial I could not help thinking that New York City is pretty slow if this is the first time she has tried this experiment with the exceptional students.

We hear so much about what is being done for the retarded child, the backward child, the demented, the halt and the blind, it is a comforting thought to me to know that some attention these days is being given to the exceptional child. I confess I am a strong advocate for giving the exceptional boys and girls their big chance.

Cordially yours,

Fred W. Arbury.

BOYS AND THE PLAYGROUNDS

BY JUSTICE HUGHES

OF the United States Supreme Court

I do not know of any better way to teach a boy to be honorable and straight than to give him a chance to play with his comrades. In the playground he learns without any suggestion of rebellion against instruction and precept and preaching. He learns it because he does not want anybody else to cheat him, and is "down" on the boy that does not play fair. And in the long run, because he is "down" on the boy that does not play fair, he will establish standards of conduct which he must maintain in the community and particularly in our great cities. If there is one thing that we need more than another it is the constant emphasis among our citizens of that spirit of fair play, that willingness to give and take, that generosity in defeat and that lack of assertiveness in victory which we identify with true sport, and which is learned best of all in childhood upon the playground.—
 Springfield Republican.

BOOK TABLE

FUNDAMENTALS IN ELEMENTARY EDUCATION. By Claude A. Phillips, A. M., head of the Department of Education, and dean of the faculty, State Normal School, Warrensburg, Missouri. New York: Charles E. Merrill Company. 304 pp. Illustrated. Cloth. Price, \$1.25 per copy.

For the first time in American school life there is a universal appreciation of the fact that no one can teach children as well as he could have taught them had he been taught by someone higher, broader, bigger than himself who knew how to teach him how to teach.

For the first time this is applied to the professional school professor as well as to the kindergartner. No one has ever pretended to be a skillful kindergartner who had not been taught to be a kindergartner, but now for the first time there is a suspicion that any teacher of law, medicine or theology needs to know anything about the teaching of law, medicine or theology. Normal schools and teachers' college faculties have labored under the impression that teacher-students were to be taught how to teach each branch, a delusion from which some are slow to escape.

Many books for teachers have been built upon this theory, but here is a genuinely helpful teachers' book prepared expressly to help teachers. Instead of pigeon-holing special needs of teachers and then card-cataloging them, indexing and cross-indexing them, it enters into the life of a teacher in a wholesome, helpful, inspiring way. Any teacher as well as any to-be-teacher will enjoy this book just as he enjoys a well-laden table of home cooking better than a la carte service of small samples with prices attached.

OCCUPATION: A Textbook in Vocational Guidance. By Enoch Burton Gowin, New York University, and William Alonzo Wheatley, superintendent Middletown, Conn. Boston, New York, Chicago: Ginn & Company, publishers. Price, \$1.20.

Whatever difference of opinion there may have been in the past regarding the relation of culture and capacity of earning, there is now a very general agreement among parents and educators that in the pupil's successful adjustment to his life work lies the real test of education. Teachers and supervisors are seeking methods for bringing such adjustment about.

Those who have followed Mr. Wheatley of Middletown in his leadership of high school boys in their vocational activities after graduation realize that he has been unusually successful in solving the problems that present themselves in real life, and this book will be welcomed most heartily by all who have occasion to meet the issues involved in school or home. In yester olden time it was not a serious matter to adjust because there were few choices open to a young man, and practically none for girls outside of domestic service. All this is changed. There are many choices for both boys and girls. The result is that most of the boys and girls drift. Most of them try several different things before they settle down to anything, and their ultimate choice is usually determined by the line of least resistance.

Several persons lecture upon "Vocational Guidance" and several books have been written thereon, but every lecture and every book emphasizes more and more how little anyone knows about it.

This book appeals directly to the pupil and is designed as a text for his use in the first or second years of the high-school course. The importance of preparing for a career is emphasized, with a careful analysis of what constitutes a good vocation and numerous hints on how to study occupations. The various occupations, such as farming, business, manufacturing, railroading, civil service, the trades and the professions, are treated in detail. Following the discussion of each vocation, exercises are given which enable the pupil to localize his information. The pupil is finally shown how, on the basis of the information he has secured, to select his life work, then what methods to follow in securing a position, and finally the means for expanding this position into a worthy career.

Such a course, besides being really interesting to pupils, gives them greater respect for all kinds of honorable work, helps them to choose more wisely their life occupation, convinces them of the necessity for a thorough preparation before entering any vocation, and holds to the end of the high-school course many who otherwise would drop out early in the race. These results have actually been accomplished by the authors in their class work.

THE GARY SCHOOLS. By Randolph S. Bourne. With an introduction by William Wirt of Gary. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. Illustrated. 200 pp. Price, \$1.15.

This is the first really adequate presentation of the Gary system that has been published. Here anyone may find clearly stated, well illustrated with detailed information and incident, everything needed for both an understanding of and appreciation of the work at Gary, which has attracted more wide-spread attention than that of any other city since Colonel Francis W. Parker's famous Quincy methods.

The author has a sympathetic appreciation of Mr. Wirt's ideal and the Gary real. In a brief introduction Mr. Wirt explains his vision of fifteen years ago and modestly calls attention to what has been worked out therefrom at Bluffton and at Gary.

No one should criticize Wirt or Gary from this time on without carefully studying Mr. Bourne's study of the work in all its detail. Many adverse criticisms appear trivial, if not silly, when viewed in the light of this great presentation of the scope of the scheme and the working out of the details.

SELECT PROSE OF ROBERT SOUTHEY. Edited with an introduction by Jacob Zeitlin, Ph. D., of the University of Illinois. New York: The Macmillan Company. Cloth. 436 pp. Price, \$1.50.

Southey's entire output has been examined for this selection, it is clear from a study of the book; and this selection by Dr. Zeitlin is the first collection of Southey's prose writings. Some of the selections would never have been greatly bemoaned if unpublished, but much more of the collection is such really good work that students of literature benefit greatly by having the prose made available. The selections include material which belongs to the domain of the personal essay (on which the emphasis decidedly falls) and historical and biographical stories and episodes constituting independent units. The editor has been enabled to give an unusually large number of selections by omitting the customary section of notes, and he has provided a very helpful introduction which gives—what has not hitherto been available—a systematic account of the external history of the prose writings.

THE ANNALS OF TACITUS. Book IV. Edited, with introduction and notes, by G. M. Edwards, M. A. (Cambridge University). New York: G. P. Putnam's Sons (Cambridge University Press). Cloth. 179 pp. Price, 75 cents.

The fourth book of "The Annals of Tacitus" covers the history of Rome from 23 A. D. to 28 A. D., during the reign of Tiberius, who is the dominant figure in its pages. Mr. Edwards has provided an interesting introduction on Tacitus, his life and writings, his literary style, on "Tiberius the Tyrant," on Germanicus and his family, on the title "Princeps," on the Senate under the early empire, on the provinces under Tiberius, and on "maiestas." The text covers fifty-four pages, and then follows eighty-one pages of notes of a very high grade of excellence. An appendix on various readings is also included. Some idea of the thoroughness of the editing may be gained from the fact that the index is classified not only as to proper names and Latin words discussed in the notes, but also as to points of grammar and syntax.

LIVING THE RADIANT LIFE. By George Wharton James. New York: The Baker & Taylor Company. Pasadena: The Radiant Life Press. Cloth. Price, \$1.00, net.

George Wharton James is an essayist who always has something to say that everyone realizes is well worth saying, and if it were not he says it so earnestly, so convincingly and charmingly that it is well worth while to read it, and when you have a worth-while message written in a worth-while way you cannot afford to miss it. This is certainly a message for every one of us. It is something that we ought all to think about, and no one can help thinking about "Living the Radiant Life" if he reads about it as George Wharton James writes about it.

COMMENCEMENT DAYS: A Book for Graduates. By Washington Gladden. New York: The Macmillan Company. Cloth. Price, \$1.25.

Dr. Washington Gladden is one of the heartiest and most heartening writers of the day. His essays and addresses are always brilliant and always charming. This volume is exceptionally attractive because it is focused for young people, for whom it is exceedingly difficult to

write acceptably. It will be found of inspiration and of distinct value by all young men and young women whether they have left their school days far in the background or have only just received their diplomas. Problems of citizenship, of religion, of vocation, of politics, of reading and of service—these are some of the matters on which Dr. Gladden brings his mature judgment to bear.

THE GLOBE THEATRE SHAKESPEARE FOR GRADES AND FOR HIGH SCHOOLS: The Plays of Shakespeare as They Were Originally Acted by Shakespeare's Company. Edited by Daniel Homer Rich, Central High School, Newark, N. J.

JULIUS CÆSAR.

THE MERCHANT OF VENICE.

With introduction, sketch of Shakespeare's life, explanations of Elizabethan stage and notes. New York: Harper & Brothers. Cloth. Illustrated. Price, 35 cents.

The Globe Theatre edition of Shakespeare's Plays is well worth while. Better than any comment we could make is the following from the pen of Miss Charlotte Porter, editor of "First Folio Shakespeare":—

"Only lately have the alluring secrets of the Elizabethan Stage been made at all accurately and attractively known even to scholars and specialists. In making it a special point to initiate the pupil into some of these secrets and enticing him to assist in trying them out, Mr. Rich's edition for secondary schools is notable and unusual.

"In another special point that is prominent—the attempt to lead the pupil toward some glimpse of the magnetic force of the Poet as the arch-deviser of rhythmical dramatic speech, this edition can also claim high favor.

"Since Shakespeare's stage directions and meter have both been changed by editors, a return to an unchanged text is a requisite toward a genuine approach either to the stage or the poetics of Shakespeare. It is again a cause for rare commendation that this edition restores the First Folio stage directions and in so many instances the original wording.

"In other respects than these strikingly up-to-date characteristics, the extreme simplicity and helpfulness, together with the directness of style that mark this edition, adapt it for school work and constitute the result as a whole an excellent combination of the timely and interesting with the useful and practical."

THE ESSENTIALS OF EFFECTIVE GESTURE. For students of public speaking. By Joseph A. Mosher, Ph. D., College of the City of New York. New York: The Macmillan Company. Cloth. Price, \$1.00.

In this volume a successful teacher of public speaking gives specific instruction in this art, employing a wide variety of exercises and selections for demonstration of appreciation and the application of principles, and elucidates the philosophy and science underlying the art of successful gesture in public address. What to do and when to do it, as well as what not to do and when to do nothing. The science of effect is Professor Mosher's aim.

BOOKS RECEIVED

- "The Plain Story of American History." By J. S. Bassett. "Medieval Civilization." By R. L. Ashley. "Democracy and Education." By John Dewey. "The Modern Speller" (Book One and Book Two). By K. Van Wagnen. "Froebel's Kindergarten Principles." By W. H. Kilpatrick. New York: The Macmillan Company.
- "Community Hygiene." By Woods Hutchinson. Price, 60c. —"Practical English Composition" (Book II and Book III). By E. L. Miller. Price, 35c. each. —"The Mexican Twins." By L. F. Perkins. Price, 50c. —"At School in the Promised Land." By Mary Ann. Price, 25c. —"Little Bird Blue." By W. and I. Finley. Price, 40c. Boston: Houghton Mifflin Company.
- "The Economics of Retailing." By P. H. Nystrom. Price, \$2.00. New York: The Ronald Press Company.
- "Boys and Girls in Commercial Work." By B. M. Stevens. Cleveland, Ohio: Survey Committee, Cleveland Foundation.
- "Shop Problems" (Series No. 2). Price, 25c. Peoria, Illinois: Manual Arts Press.
- "The Cut-Out Book." By Ruth O. Dyer. Chicago: A. Flanagan Company.
- "Washington, a Virginia Cavalier." By W. H. Mace. Price 35c. Chicago: Rand McNally & Co.
- "The Greater Tragedy." By B. A. Gould. Price, \$1.00. New York: G. P. Putnam's Sons.
- "The Everyday Primer" (Part One and Part Two). By Florence Holbrook. Chicago: Ainsworth & Co.
- "Language Work in Elementary Schools." By M. A. Leiper. Price, \$1.25. Boston: Ginn & Co.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

MAY.

18-19: Women's Agricultural and Horticultural Association Conference, Boston, Mass. Mrs. George U. Crocker, Boston, chairman.

19: New England Superintendents at Boston University. John E. De Meier, Abington, secretary.

19: American Institute of Instruction at Boston University. H. W. Holmes, Cambridge, Mass., secretary.

JUNE.

26-July 1: American Library Association. Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

JULY.

3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

3-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

4-5: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

VERMONT.

There are sixty-nine first-class high schools in this state, one second-class, twelve third-class and one

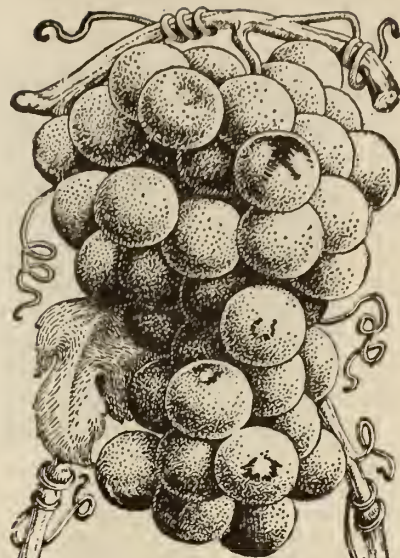
fourth-class. There are also six junior high schools. These are in Cabot, Jeffersonville, Lowell, Plainfield, South Ryegate and Underhill.

In addition to her high schools and junior high schools there are seventeen first-class academies in the state and the University of Vermont, Middlebury College, Norwich University and St. Michael's College.

MONTPELIER. There are sixty-six district superintendents in Vermont, as follows:—

John O. Baxendale, Bristol; William A. Beebe, Proctor; Leon E. Bell, Wallingford; Charles R. Beeman, Williamstown; Percy H. Blake, Chester; Edwin S. Boyd, West Charleston; Bert B. Burbank, Lunenburg; Harvey Burbank, East Barnet; Joseph W. Butterfield, North Montpelier; Fred E. Cargill, Alburg; Herbert D. Casey, Springfield; Merritt D. Chittenden, Burlington; Edward L. Clark, Bradford; Orvis K. Collins, Bellows Falls; Clarence L. Cowles, Craftsbury; Harold P. Crosby, Hyde Park; Martin E. Daniels, Lyndonville; Lyman M. Darling, Canaan; Edward H. Dorsey, Ludlow; Bennett C. Douglass, Brandon; Arthur W. Eddy, Middlebury; Eugene L. Eddy, Shoreham; Samuel H. Erskine, Rochester; Clayton L. Erwin, Barton; Norman Frost, Waterbury; Edwin F. Greene, Richford; Ernest A. Hamilton, Newport; Sidney C. Harding, East Fairfield; William G. Hartin, Burlington, R. D. No. 1; Minnie E. Hays, Essex Junction; Willis H. Hosmer, Fair Haven; Carlton D. Howe, Morrisville; Homer E. Hunt, Swanton; J. Allen Hunter, Northfield; Sherburn C. Hutchinson, Montpelier; Garfield A. Jamieson, West Burke; Margaret R. Kelley, Derby; Walter B. Lance, Plainfield; Philip R. Leavenworth, Castleton; David B. Locke, Rutland; Nathaniel N. Love, West Pawlet; Clarence E. Michels, Londonderry; William C. McGinnis, North Troy; Charles P. McKnight, South Strafford; Harold E. Moffitt, West Brattleboro; George W. Patterson, Randolph; Everett V. Perkins, Woodstock; Horatio S. Read, Richmond; Frank E. Sawyer, Readsboro; George J. Seager, South Barre; Alfred W. Smith, Vergennes; Leonard D. Smith, Wells River; George L. Spaulding, Windsor; Bates E. Stover, West Brattleboro; Merle A. Sturtevant, South Royalton; Charles O. Turner, Milton; Albert W. Varney, Bennington; Frederick W. Wallace, Enosburg Falls; Florence M. Wellman, Brattleboro; Carroll H. White, Barre; Nelson J. Whitehill, White River Junction; George B. Whitney, Townshend; John D. Whittier, South Shaftsbury; George S. Wright, St. Albans; Myron D. Young, Cambridge; Walter H. Young, St. Johnsbury.

BENNINGTON. On May 4 and 5 the annual meeting of the Bennington County Educational Association was held in the auditorium of the Bennington High School. President A. W. Varney presided at all sessions and addresses were given by Rev. Arthur Hewitt of the Vermont State Board of Education; Principal Charles A. Adams and Miss Mary A. Murphy of the Castleton Normal School and County Superintendents J. D. Whittier, N. N. Love, F. E. Sawyer and C. E. Michels. A special interesting and instructive feature was the class



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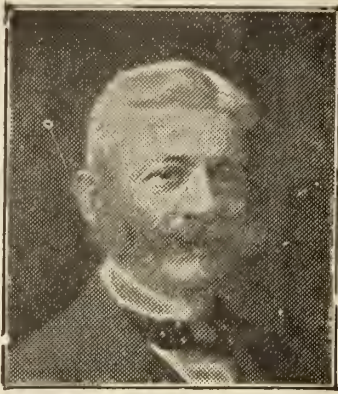
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work of various teachers and their pupils.

Principal F. D. Mabrey of Bennington was elected president; Superintendent Frank E. Sawyer of Readsboro, vice-president, and D. L. Judd of Bennington, secretary and treasurer.

At a recent meeting of the Board of School Trustees Principal F. D. Mabrey was re-elected for his fifth term.

The repair work on the high school building is progressing more slowly than was anticipated at the time of the fire in January and the building will not be able to be used before the opening of the fall term in September.

MIDDLE ATLANTIC STATES.

NEW YORK.

ITHACA. Charles M. Schwab has accepted membership on the board of trustees of Cornell University. George F. Baker of New York is the hitherto anonymous donor of the new Baker court group of dormitories, costing about \$340,000.

BROOKLYN. Dr. James Sullivan, principal of the Boys' High School of Brooklyn, was appointed State Historian. This appointment carries with it the added designation of Director of Archives and History of the University of the State of New York.

NEW JERSEY.

TRENTON. Maintenance of the public school system in New Jersey for the school year ending June 30 required a current revenue of \$22,743,641.99, according to the annual report of Dr. Calvin N. Kendall. State Commissioner of Education.

Of the total current revenue about one-half, or to be exact, \$11,375,126.21 was raised by district school tax; \$6,517,216.90 by state school tax and approximately \$4,000,000 came from the apportionment of the state railroad taxes and appropriations from the state treasurer. In addition there was raised for permanent school purposes approximately \$5,000,000,

which was secured principally through the sale of bonds and used principally for the erection of buildings.

During 1914-1915 the current expenses for operating the schools amounted to \$17,158,750.58. This was an increase of \$925,731.77 over the preceding school year. More than \$13,000,000 of this amount was expended for salaries of teachers, superintendents and principals. Janitors' salaries cost more than \$1,000,000. Salaries of attendance officers cost over \$115,000 and fuel \$557,000.

The total enrollment in the schools is equal to one-fifth of the entire population and the carrying on of this great work requires the expenditures of large sums of money, according to Dr. Kendall. Conditions in the schools throughout the state have been uplifting and refined.

The school enrollment is constantly increasing and the demand for larger salaries is the result of increased efficiency of the teachers. Explaining the reason for the increased cost, Dr. Kendall points out that the inauguration of manual training and industrial education in the schools has attracted some 200,000 children; school equipment costs more; school supplies have increased; medical inspection is required, as well as transportation; attendance has increased; summer schools started; school supervision; state's share to pensions, increased opportunities for training teachers and number of pupils to teacher reduced.

The greatest need of the schools everywhere is better teaching, according to Dr. Kendall, and that is a need we are always likely to have with us. In an effort to secure the desired efficiency of teachers the qualifications to enter the profession have been raised. Another great need of the school system is better supervision of the schools and more of it.

No teacher in the elementary schools will be able to take an examination for a teacher's certificate now unless he is a graduate of a four-year approved high school or its equivalent, Dr. Kendall re-

ported. The qualifications should be still further raised for elementary teachers by required attendance at summer schools, in addition to high school graduation, he said.

Regret is expressed in the fact that New Jersey brings many teachers here who have received their training in normal schools outside of the state. The plain fact is that some of these teachers are from normal schools of lower standards than the New Jersey institutions, Dr. Kendall says. "If there were a normal school in the southern part of the state it would train teachers from that territory. The school should not be a large one."

County administration instead of management by individual local boards is favored by the commissioner. A small Board of Education administering the affairs of an entire county would consider the building of schoolhouses, secure school supplies for the entire county at cheaper rates, employ a county custodian to look after the repair of the buildings and arrange for fewer teachers of special subjects and probably look after a county system of medical inspection.

While the compensation of teachers has increased during the past few years Dr. Kendall urges better salaries for the teachers. The total number of teachers receiving less than \$500 a year is steady.

Government Positions for Teachers

All teachers should try the United States Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1,200 to \$1,800; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. K 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

ily decreasing, although there are more than one thousand teachers receiving less than \$500.

A young woman who has the choice of going into an attractive office at ten dollars a week or teach in a schoolhouse, where she must do janitor work and purchase supplies which should have been looked after by the Board of Education, will hesitate in making the choice, Dr. Kendall said.

In many districts Dr. Kendall reports that the local boards of education make it a practice to employ as teachers only those who have been recommended by the superintendent or supervising principal. This practice is a good one, he says. The county superintendent is more in touch with such a local situation than the members of the board. A child is too valuable an asset to be made the victim of poor teaching if it can be avoided, the report stated. Fewer pupils to a teacher is also strongly urged.

There is a disposition on the part of many teachers to prefer to remain in active service even after they are eligible to a pension under the law permitting such a course after thirty-five years' service. Many of the teachers remain as long as five additional years in the schools. Dr. Kendall states that the average pension is \$542 a year, and there are now 275 teachers receiving pensions.

PENNSYLVANIA.

LAWRENCEVILLE. At the annual meeting of the Tioga County high school teachers here the principal address was by Professor Dean, of State College. He is dissatisfied with the high school curriculum, and advocates sweeping changes, such as substitution for the impractical, time-consuming, unrewarding work, domestic science, manual training and things that actually count in the life battle. He met with strenuous opposition, of course. One of the teachers, reporting for a county paper, commenting on the changes suggested, said: "Many of them are decidedly radical and impractical unless the whole structure of academic training be destroyed."

It is the old story of the "calf path." Weak and wobbly on its legs, the new-born beast made a trail, all bent askew. It was taken up next day by a dog, then the bell-wether sheep and its followers, until established. Followed by mankind, it later became a road, a village street, and eventually a city thoroughfare, over which passed the "traffic of a continent." A hundred thousand men were led by a calf three centuries dead. They followed such a crooked way, and lost a hundred years a day. For thus such reverence is lent to well-established precedent. For

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men are prone to go it blind along the calf paths of the mind, and work away from sun to sun, and do what other men have done. They follow in the beaten track, and out and in and forth and back, and out their devious course pursue to keep the path that others do. But how the wise wood gods must laugh who saw the first primeval path. And many things this tale might teach but I am not ordained to preach, says Sam Walter Foss. That the high school curriculum is not meeting, by a good deal, its requirements, is well understood. Changes to make it so must be "radical" in a system so faulty, and that these will meet with sturdy resistance, because of those who religiously adhere to the "path," is also plain. Precedent is a mighty incubus. Only those blessed with vision get over the barrier. A majority are merely trailers. No system should endure, high school or otherwise, just because it has endured. It should stand or fall on its merits. The wonder is that a common-sense public has so long submitted to a system which might be so bettered from the standpoint of efficiency.

TOWANDA, Professor Leon J. Russell, supervising principal of the Towanda Public Schools, has been appointed superintendent of the Bradford County schools by Dr. N. C. Schaeffer, superintendent of public instruction. The appointment was made to fill a vacancy caused by the death of the former superintendent, Herbert S. Putnam. Professor Russell was recommended for the position by the Bradford County School Directors' Association, with the endorsement of 222 of the 272 members.

Superintendent Russell is a graduate of the Rome High School, the Mansfield State Normal School, and has done special work in Wyoming Seminary and the University of Rochester. He has taught in several Bradford County high schools and the Towanda High School, prior to being elected supervising principal four years ago. Great hopes are entertained for his success in his new field of labor.

HARRISBURG, Dr. Philander P. Claxton, United States commissioner of education, has awakened marked interest among teachers recently by advocating as a part of each rural school's equipment a model home for the teacher and a ten-acre farm to be cultivated as a model for the community.

"I do not believe we can ever succeed," said Dr. Claxton, in discussing rural problems, "when so many teachers move each year from

place to place, as is the case in most states of the union. The teacher must become an accepted part of the community."

SOUTHERN STATES.

NORTH CAROLINA.

CHAPEL HILL, The University of North Carolina is starting a new phase of extension work this summer, in co-operation with the State Board of Health, that is new and original. It is called a post-graduate course in medicine, and the course this year is in the diseases of children. The plan, in brief, is to give sixteen weeks of training to practicing physicians each year in some special phase of medicine, by a first-class man brought from one of the centres of medical progress. He comes to the doctors practicing at home, instead of one or two of the best of them going north to him for a week. A group of towns has been selected close together (like a baseball circuit), a class formed in each town (consisting of about ten physicians from the surrounding country). A lecture is given to group A on Monday morning (say) and a clinic held in the afternoon; on Tuesday he goes to group B, and so on through the six towns, coming back to group A on the following Monday for the second lecture and clinic, and so on through the course of sixteen weeks. The expenses are to be borne by the physicians taking the course. The University and the State Board manage the course, with a local secretary in each town, and the University selects the lecturer. Over sixty physicians have already signed for the first course, and that there is a tremendous demand for this sort of thing is shown by a dozen applications from other districts for similar courses.

TENNESSEE.

KNOXVILLE, A determined and wide-spread campaign is on for the election of a woman upon the city board of education, with Mrs. Charles A. Perkins as the candidate.

A campaign is under way for an increase in the funds available for the schools of Knox County. It is led by the county and city superintendents.

CENTRAL STATES.

MISSOURI.

ST. JOSEPH, Superintendent J. A. Whitford, who has been here for many years, and one of the leaders in the state, has been succeeded by Vernon G. Mays, principal of the high school, Lincoln, Nebraska.

HOW TO VISIT SCHOOL.

In a bulletin of the American Institute of Child Life, of which Dr. William Byron Forbush is president, the following article is used, from the pen of Mitta Elliott, embracing

suggestions for mothers when visiting schools:—

First, the faces of the pupils. They should radiate happiness, contentment, the joy of industry. The ideal teacher of today is not the one who can terrify the overgrown boys into submission, but the one who can sway her pupils to her mood.

Observe the teacher's personal appearance. Is she dressed neatly and becomingly? She should not be expensively dressed, but she can and should see that her skirt bindings are in perfect condition, neckwear immaculate, hair becomingly arranged, colors and materials of her gowns such as are suited to the schoolroom. Beware of the teacher who appears in soiled finery.

Look at the schoolroom itself. Are the boards clean? Is the writing thereon carefully arranged? Is the place free from yesterday's dust? Today's chalk dust will accumulate at an alarming rate. Are there flowers? If so, are they fresh or wilted? Are the pictures artistic and such as would appeal to children? Does the teacher's desk form a model for the children? Are the exhibits in keeping with the month? Is the floor free from careless litter? Are the piano keys free from dust, the cupboards neatly arranged? Note the temperature of the room and the quality of the air.

Listen to the voices. They should be clear and well pitched. Exceptions you will find, but in general you should hear neither loud, harsh tones nor awed whispers.

See if a spirit of courtesy prevails. Are doors closed softly? Does the child who passes near you say: "Pardon me"? Does the teacher set the children a wholesome example? Judge by the effort expended and by the conditions rather than by the results.

Observe the positions of the pupils at their seats. Do they sit easily erect or are they slouching down in their chairs or sprawling with feet in the aisle? On the other hand, are your ears assailed with a constant fusillade of "Sit up, James!"

The teacher who, without nagging, manages to have her pupils sit and stand correctly deserves your heartiest support.

Be not deceived by show work and much talking. There are teachers who charm thoughtless visiting parents by the skill which their pupils show, while more observant ones know that good, sound foundation work is not being accomplished by those teachers.

Watch the class at recitation. Are the pupils interested? Do they all recite? Not the brilliant recitation by the few, but the patient effort by the many, is the test. Does the teacher "skip around" so that no child knows who will be the next to recite? Are the questions clear and thought-producing?

Look at the organization of the room. Are the children orderly in passing? Is material distributed and collected in a systematic manner? If system is lacking the command to pass to the board is a signal for a wild rush over seats and past each other and for a scramble to secure desirable places, crayons and erasers.

While it is impossible here to give specific tests for the worth of each recitation, the following general di-

rections will apply to any grade:—

Reading—Is the voice well modulated? Does the child read with good expression? Does he interpret the thought? Do the older pupils consult the dictionary? Is such drill given upon difficult words that they offer no stumbling blocks to the actual work of reading? Can the pupil master a new page in a book of the same grade as the one he is reading? There is no educational value in re-reading a page until it can be glibly rattled off "by heart."

Arithmetic—Many improvements have been wrought in the teaching of this branch during the last few years, so that the average parent is likely to be astonished at the accuracy of computation, rapidity in addition and the banishment of long and tedious processes which are never used in actual experience. If the lesson is about yards and feet, you may find the children crawling about the floor, making practical measurements with their own rulers. If it concerns fractions, they may be cutting circles into so many bits.

Writing—Does the teacher insist upon a uniform position? Are the papers kept free from blots and erasures? Is the margin line observed? Are the letters uniform in size? Are words well spaced?

Nature—Is the work fitted to the season? Do the children really enter into the spirit of the great outdoor world? Be not too harsh, however, with the teacher who must teach this subject in a city street, devoid of material, to children who never saw a daisy-strewn meadow.

Spelling—The average number of words missed should be low, whether the exercise be oral or written. If a large number fail you may attribute the fact to one of three causes: The work has been poorly presented; the attention of the class has not been held; the words are too difficult.

Language—Listen to the pupils. If you find some child, with illiterate parents, using "did" and "done," "saw" and "seen" correctly, you may be sure that definite results have been accomplished.

New York University Summer School Teaches Gregg Shorthand

The School of Commerce and Finance, New York University, has announced the following courses for the summer session: Elementary and advanced Gregg shorthand; methods of teaching Gregg shorthand and typewriting; typewriting (elementary and advanced) and office training.

The textbook used in the office training classes is "Office Training for Stenographers," by Robert P. So-Relle. The class will be conducted by Charles L. Frank.

Mrs. Wina D. Chapman will teach the elementary Gregg shorthand classes, and Earl Tharp the advanced classes.

Other summer schools offering courses in Gregg shorthand are Columbia University, the University of California, the University of Pittsburgh, Simmons College, Adelphi College and the University of Virginia.

Full information about all these courses may be had by addressing the registrars of the institutions.

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CONSIDERABLE in a name is proved when a principal writes as did Principal Palmer of St. Johnsville, New York, on May 4: "Miss . . . has signed contract with us for the position of our Church Street school for the coming year. I trust that she will prove as successful as the 'Bardeen candidates' usually do." To apply for a place unknown and backed only by testimonials is one thing; to apply where the authorities are looking for your application as that of a suitable candidate is another. **IN A** former letter Mr. Palmer had written: "Miss . . . whom you sent us two years ago and whose work has been highly satisfactory, has decided to decline a re-election and I am in need of a strong teacher to take her place. . . . Trusting that you can put me in touch with as strong and satisfactory a teacher as Miss . . . has proven to be," etc. Mr. Palmer has found that he can rely upon the "Bardeen candidates" because if they were not reliable they would not be brought to his attention. To put a teacher where she fits means success for her and future business for the Agency, whose candidates eventually are relied upon almost solely because they bear the right **NAME**.

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BOSTON, MAY 25, 1916

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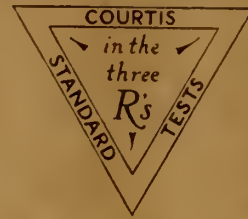
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A. E. WINSHIP, Editor

EDUCATORS AS I HAVE KNOWN THEM --(XXIII)

BY A. E. WINSHIP, EDITOR

UNITED STATES COMMISSIONERS OF EDUCATION.—(V.)

COMMISSIONERS BROWN AND CLAXTON.

It is not the purpose of these articles to dwell, other than incidentally, with men in the prime of life, but in speaking of the Commissioners of Education it is inevitable that reference be made to Messrs. Brown and Claxton.

There were those who were not at all satisfied to have Dr. Harris retire when he did, but the condition of his health which soon revealed itself is abundant evidence that the retirement should not have been delayed another month. He was never well an hour after, and the developments were rapid as well as alarming. He was removed from his Washington home to the home of his brother in Providence without the knowledge of his friends, his death came before they knew that he was in Providence, and there was no one to give adequate press publicity, so that the funeral service was in no sense what it would have been under other circumstances.

The resignation of Dr. Harris had come as a surprise. Few knew that it was contemplated and those who did were under bonds of absolute secrecy. He showed me the letters of the Foundation which made him the first honorary beneficiary on an allowance of \$3,000 for life, and of his widow for \$1,500 for her life, and also his letter of appreciation. Both were all that would have been expected of those who would thus honor him and of Dr. Harris in accepting this testimonial of appreciation.

When his resignation and acceptance were announced the appointment of his successor was also made.

I had enjoyed a personal and professional acquaintance with Dr. Brown since he began his work in the University of California and the appointment was personally most satisfactory.

Dr. Elmer Ellsworth Brown's regime was the period of transformation in several respects. He met the new demand as the new way demanded. There are those who will never forget Dr. Harris and to them nothing will be quite adequate. Fortunately neither Commissioner Brown nor Claxton has tried to be a Harrisonian philosopher.

Commissioner Brown thought in large units. He said and did nothing from the standpoint of narrowness. He thought in units large enough to be educational, religious, agricultural, industrial and vocational all at once.

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able degree gave reliability to the statistics he printed.

His Bulletins were mostly written by active men who thought they knew what they were writing about. He increased the appropriation somewhat and made effective use of what he had. Everything was vital.

But no one was surprised when he gave up the herculean task at Washington for the relative comfort of a university presidency in New York.

The choice of a successor to Dr. Brown was long delayed and almost every man who could have been considered had his claims presented. President Taft and the Secretary of the Interior made it clear from the first that they had no preconceived notions as to the man to be selected. They threw the door wide open and practically invited all to present the claims of their friends and they did it.

As one with no interest whatever in the candidacy of any man and with neither inside influence nor desire therefor it was as interesting as any chapter in my experience to know of the activities of certain literary bureaus.

For instance, a group of men were brought together by invitation in Boston without any avowed purpose, but when the right time came some one said that he had been asked to get the opinion of educators as to the successor of Commissioner Brown and after some discussion it was the unanimous opinion of the educators of Boston and vicinity that ——— was the one man for the place. This had much influence when reported in Washington. But when the same thing happened in four cities it became suspicious and the candidacy impossible.

Dr. Claxton's name was one of the first considered, and partly because he was not over anxious and because his friends were over cautious he was honored with the appointment.

The reasons given out unofficially to those who had been asked to make suggestions were that he had demonstrated skill in leadership in Tennessee, and, though a university man, he had probably done more for public school education than any man of his day in the South, and he had demonstrated in many ways that he was an acceptable platform speaker in all parts of the North.

And, what signified much with President Taft at that time, he was highly acceptable to the Southern Education Board, the Peabody Education Board and the General Education Board—with all of which he had been identified officially or otherwise.

Of his administration there is no occasion or excuse to speak, because all of our readers are more or less familiar with it.

Suffice it to say that while we are all grievously

disappointed that Congress does nothing adequate or even decent by way of financial support. Dr. Claxton has seen the appropriations creep up little by little from year to year, and though the total increase is but about \$10,000 a year for five years the total appropriation for maintenance has increased about seventy per cent. in five years.

It is also noteworthy that the Bureau has put much of the increase into men and women in the field, into specific studies of educational conditions and activities and into a new variety of Bulletins.

His men and women in the field are, like himself, highly acceptable on the educational platform.

We think we betray no confidence in saying that a way is likely to be found in the next session of Congress to do something by way of National aid to the Bureau that will not leave the decision virtually in the hands of three men as a majority of a sub-committee of the committee on appropriations, a way that will enable men like Abercombie, Fess, Stevens and Aswell to make themselves felt. So mote it be.

WIDER-OPEN GATES TO COLLEGES

BY ELLEN FITZ PENDLETON

President of Wellesley College

[Boston Evening Transcript.]

A new plan of admission to college is announced by four colleges for women, Mt. Holyoke, Smith, Vassar and Wellesley. The plan is the result of joint action, has been adopted by the faculties of the four colleges, and will become operative in September, 1919.

This new method of admission is expected eventually to be a substitute for the method of entrance by school certificate, and an alternative for the method of admission by examination. In line with the new method already adopted by Harvard, Yale and Princeton, the new plan proposes to test the quality of a student's intellectual power. Unlike the Harvard plan, however, the method adopted by the women's colleges makes no change in the content of the requirements for admission, the subjects designated for study, and the number of units which may be offered in each, will remain the same as they have hitherto been.

The new method depends upon three requirements, a school record from the school principal covering the candidate's entire record of subjects and grades for four years, a certificate of character from the school principal, and four comprehensive examinations. These examinations are to be selected as follows: One in English or history, as chosen by the applicant; one in a foreign language chosen by the applicant; one in mathematics, chemistry or physics, as selected by the applicant, and a fourth which may be designated by the applicant from the subjects at large required for entrance, this choice to be subject to the approval of the committee on admission of the respective college, which may at its discretion substitute another subject. These four examinations must be taken at one time. At least two of them must cover not less than three admission units each.

These comprehensive examinations are those set by the College Entrance Examination Board, and now used by Harvard, Princeton and Yale. It is proposed that they be read by readers appointed by this board and forwarded to the individual college for final decision by the College Committee on Admission. The student taking the examinations, if admitted to college, will be admitted free of all conditions. If the student

fails of admission, she will not be allowed to try the examination again under this plan until after the interval of one academic year.

Under this plan any school may submit applicants for the examinations. If the college concerned decides that the school record of an applicant shows that she has met the full college entrance requirements, she will be admitted to the examinations. Thus the new plan will do away with the system of accepting certificates only from those approved schools which had convinced the colleges of the adequacy of their equipment for giving adequate preparation for college. Such a system, necessary when the certificate constituted the whole test of admission, is no longer needed when examinations shift half the responsibility to the individual students.

This new plan is not compulsory; as we said above, it is an alternative for the method of admission by examination, preliminary and final in each subject, now offered by the College Entrance Examination Board.

The advantages of this plan of admission by comprehensive examinations are already recognized. Discussions of these examinations, such as those held at the last meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, and at the recent conference in Boston of the New England Association of Teachers of English, have emphasized the fact that their aim is not to test merely the knowledge, but the power of the student.

By offering to the student an opportunity for selection, within certain groups, of the subjects in which she considers herself best qualified, these examinations permit her to reveal her best powers to the college admission boards; they also remove from the school which is preparing her the temptation to spend the last year in only considering the subjects in which she is weak. They present questions sufficient in number and character to permit each student to show the full amount and quality of her attainment and study; they do not make the demand, aimed only at finding out in what points the student has failed to meet the prescribed work in the prescribed way, for the minutes of

the requirement. They are an improvement upon the old examination plan in that they minimize or do away entirely with the evils of the cramming system, and because, by eliminating the preliminary examinations, they allow the preparatory schools to arrange according to their convenience and discretion the order in which the subjects of the college requirement are taken up.

The advantages of the new plan over the present method of admission by certificate only are equally marked. It does not put upon the school the entire burden of deciding as to the fitness of the applicant for admission to college—a large part of that burden is assumed by the student in taking the comprehensive examinations. It removes the possibility of the student's approaching her freshman midyears with a terror

and consequent loss of power engendered by the fact that she has "Never taken an examination in her life." This fact is true of many students owing to the practice, common in preparatory schools, of exempting from examinations all students whose daily work was of a satisfactorily high grade. It removes from the schools the confusion attendant upon the administration of the several varying systems of certification now prevailing in the four colleges, substituting a uniform method of administering the entire college admission system. In short, it retains, by accepting the applicant's school record from the principal of the school, and by offering the opportunity for four comprehensive examinations, all the best qualities of the certificate system and the old examination plan.

TEACHING "UNIVERSAL BENEVOLENCE"

LYNN PRINCIPAL

Last December it was proposed in the schools of Lynn, Mass., and many other cities that the children be given an opportunity to contribute small amounts monthly from their earnings or savings to a fund to be used to reduce the sufferings in Europe and at home.

The writer noticed about the same time an editorial in the *Journal of Education* called "War Children's Relief Fund" opposing the proposition on the grounds that the schools ought not to be used to secure money for any purposes. As a teacher I feel that there is justice in such an attitude, nevertheless the great need in Europe and still further the desire to lead the children to take a helpful attitude in life induced me to adopt the plan. The case is one of the two sides of a shield, and the impressions of four months' experience lead me to present the other side.

One of the Public Statutes of Massachusetts, adopted a century ago, advises all teachers that they use their best endeavor to impress on the minds of the children the fundamental virtues including humanity and universal benevolence. If this is to be anything more than a theoretical belief, if it is to become a matter of habitual action, the impression must be based upon actual personal activity or self-denial for the general good of others in need. No series of moral lessons or morning talks will alone accomplish the object.

When we first presented to the pupils the needs of the children in war-stricken Europe they were ready to raise their hands as desirous of helping, but it was noticed that at the end of the month not more than a third of the children had signed the papers indicating that with their parents' approval they wished to give money monthly to meet this need. This attitude of the children is much like that of citizens in general. They are very glad that some one should help—they think that some one ought to help, but it is the few and not the many who usually contribute to meet such a need.

The "Children of America Fund," as I understand it, was not planned for the purpose of securing money only. Its first purpose was to enroll and train the children themselves as givers, to the end they may evince a readiness to give in adult life. Incidentally, too, the knowledge abroad that many thousands of children were working, saving and giving monthly to meet the needs of children in Europe would tend to bring a harmony between the nations in the future that is most desirable.

When President Eliot was asked to become a leader in the "Children of America Fund" movement, he at first declined, pointing out to the promoter that it would make the children beggars of money from others which they would merely hand over. They would not be giving themselves. This is the usual fact as to the efforts of children to raise money for school use and even in the sale of Red Cross Christmas stamps in December. The children go out and present the case to their friends at home or in stores and offices, who give to them as children more than they might give to the cause itself. The children are good collectors but not givers. President Eliot wisely said that to be of value to the children they must give of their own money and their own work to earn money to give, if the giving was to be done in such a way as to lay foundations of future worth. The children readily caught this idea and considered their own allowances or the ways in which they could earn money.

Taking the duty of moral instruction seriously the school principal in his weekly flag salute talks spoke of the nations in Europe and what the children could do from time to time. Going still further, as time allowed, he talked with each child individually who had not given, to find out and show him how he could help. As an attainable ideal each boy and girl should have a share in the good work. The majority of those who would not give said they had forgotten it or had lost the paper

and did not know how to get another. A few of them frankly acknowledged that they had been somewhat selfish and had not wanted to remember. This was probably true of very many. Their desire to use their money and time for themselves made them selfishly put aside the call to meet the need of others.

With hardly an exception when the question was squarely met everyone decided that he wished to share in the relief work; selfishness was not ingrained. There were some, however, who had no money they could give. They showed that from one year's end to another they had practically no pennies for their own use which they could give. This seemed at first a hard problem but it soon shaped itself in this form. What work could we find for these children whereby they might earn some amount of money that they might give? Many of them would do work at school to earn a few pennies a month. Around the second month, however, some of them had found a way to earn money at home. In a number of cases their parents had decided to give them an allowance in return for work they were to do in the home. It seemed practically possible therefore for every child to take a part in the work. There was one state ward, for example, who had no money to give and whose time must be given to the people with whom she lived, but she wanted to share in the work and she voluntarily gave some of her school recess time to work for which she would receive a small sum to give and so do her part toward the work.

As the weeks went by and room after room in the school had every child a regular contributor to the fund, many of them who at first did not care to contribute came to have a desire to do something for others. They not only did some of the stunts of work they had undertaken but wished to do more that they might give more to the work. This spirit was entirely voluntary, for in all conferences the children who had been aided to find a way to give had been advised not to try to give too much. There were some amusing cases revealing the selfishness that needed to be changed to active service for others. One boy said his folks said that they thought he could not give because he had such large expenses; he went to the moving picture show every night. It had not seemed to occur to him that he could stay home from the show and give his money. Another boy said that his folks wished him to keep up his bank account from his allowance of fifty cents weekly, and that most of it went to his bank account; he thought that possibly he might be able to give two cents a month, however. We noticed that he gave a larger sum when his turn came to enroll.

In conclusion let me state some of the points that seem of worth in the movement. We learn to do by doing as the old saying goes, and children will learn humanity and universal benevolence only when they learn to give up some of their pleasures and give of their time and work toward systematic help to others in the home city and in lands across the seas. When they come to learn this they will find that it gives a joy of a differ-

ent kind. They are ready to do it systematically, they seem to have started a habit that should make them ready to respond to calls for need in future years. It seems clear also that as a school suggests such benevolent giving it tends to systematize the lives of the children in the home. More and more parents acknowledge that the children are doing a great deal for them in the home work and are ready to give an allowance to them from which the children may not alone provide their own pleasures but give to others. The words of some of the children themselves will make clear their own attitudes and the means by which they get some of the money, so we append a few quotations from the accounts of the pupils in one class.

"To earn money for the Children of America's Fund: I do odd jobs such as running errands, bringing up wood and coal and other things. If you cannot get any money tell our principal and he will help you find a way to get some. Put out ash barrels, empty ashes, hang out clothes (it will not hurt a boy) and get money to send away. I hang out clothes, beat mats and rugs, wash dishes, sweep the floor and do what will help."

"My weekly allowance is fifty cents and from that I give twenty-five cents to the War Fund and am glad that I am able to give. I earn my money by washing dishes daily, and by keeping the house in order, and I run all errands for my mother."

"Every afternoon I bring up coal for my mother. I receive money for the show every week. One week in every month I do not go to the show. That week's money I keep for my fund."

"I am a boy who sells papers and from the money I get to spend I keep five cents for the Children of America Fund. I am sure and certain that the poor and war-stricken people need money for clothes and food. I sell papers and this winter I was nearly frozen staying near my stand. Every time I shivered it reminded me of the poor state the war sufferers are in. The poor and the war sufferers go without food for about a day or two. In selling papers I make about a dollar and a half a week besides tips. I give my money to my mother and she gives me a dime to spend. From that I spend five cents to the movies, and the other five cents for the Children of America Fund."

Incidentally large sums of money are thus raised. In the school of the writer, although no child gives more than a quarter of a dollar a month, and few more than a dime, the average gifts of seven hundred boys and girls are a little over a nickel a piece—a total of some \$40 a month or nearly \$500 a year. So rich a source of income should clearly be hedged about with such care as will prevent its being exploited. The Journal is right on this point. But it is just as true that if the children may all regularly contribute in youth thus to some such worthy object as the national Red Cross, the desire of the Fathers of the Commonwealth that they should be trained to "humanity and universal benevolence" would be measurably realized.

CHICAGO UNIVERSITY AT 25 YEARS—A SILVER JUBILEE

BY J. A. STEWART

The University of Chicago, celebrating its silver jubilee (and the golden jubilee of the Divinity School), is, in its first quarter-century growth, a remarkable example of the successful planning of a big thing in a big way.

When in 1886, the original modest institution known as "Chicago University" surrendered its charter, and a group of men in characteristic Chicagoan method began to plan for a new college, they met success after success. First was the splendid gift of \$600,000 from John D. Rockefeller, conditionally given and promptly met by an additional big sum, making the fundamental million. Second was the securing of that unique scholar and organizing genius, Dr. William Rainey Harper, then professor of Semitic languages at Yale, who could not only plan big things but also could make things come his way.

Bigness has marked the University of Chicago from the beginning. Though the charter provides that the president and two-thirds of the trustees must be members of the Baptist Church, it also explicitly declares that no theological test of any kind shall be applied either to the members of the teaching staff or to students, and women are admitted on equal terms with men.

Recently a quarter-centennial gift of \$200,000 was received for a new building for theological instruction; and it is illustrative of the spirit of the institution that by the terms of the gift it is to be non-sectarian in character and open to all theological instruction provided by the university.

Democracy is observed in the government. The board of trustees are the final authority. Control is divided, there being a general administrative board of deans and directors, as well as various administrative and faculty committees and the university senate.

Of the five divisions of the university (including the "schools and colleges," "the university libraries, laboratories and museums," and "the university extension division") two are unique—the "University Press," and "the division of university relations" (co-operating and affiliated high schools and colleges). The former is an informer, letting the public know in the most authoritative way the university's visions and provisions; and the latter is a dignified method of organized feeding of the student body.

Like everything else, the "quarter plan system" of Chicago University has been a success. Each quarter is a unit of study, involving concentration on a few studies for a period of three months, degrees being conferred quarterly. The undergraduates are divided into senior (elective) studies and junior colleges, with specific requirements, based on the belief that the first two college years have more in common with secondary than with higher education.

From the outset, stress has been laid on research and the scholarly productivity of faculty

members, whose charter members included H. von Holst of Freiburg; J. Laurence Laughlin and William Gardner Hale of Cornell; W. I. Knapp, Yale; Galusha Anderson and G. W. Northrup, Baptist Theological Seminary; E. D. Burton, Newton; A. A. Michelson and C. O. Whitman, Clark; Albion W. Small, Colby, and the eminent historian and educator, Harry Pratt Judson, Minnesota (who succeeded Dr. Harper in the presidency and has ably administered over a decade); and Dr. John Dewey, who gave the university its notable "School of Education" with its graduate department, college of education for high school teachers, its university high school for practice and observation, its elementary school for a laboratory, and its 1,000 or more students, nearly all of whom are women. Women form about forty-seven per cent. of the nearly 8,000 students of the University of Chicago and about one-fifth of the total teaching corps of 392.

The endowment funds today (at the silver jubilee) are almost on a par with those of Harvard University (more than two centuries old), and in student body it ranks fourth (next to Columbia and the Universities of Minnesota and California), Harvard being tenth. In total receipts, Chicago is fourth, following Cornell, Columbia and Harvard.

In quality of output Chicago is behind none, the constant aim being to raise the standards to a plane of inspiration and attraction for only those students who are able and willing to do work of a thorough character. The courses of study in graduate and undergraduate schools (in contrast to Harvard) are sharply distinguished. Like Michigan, it aims to serve as a crown to the state public school system. Nearly one half are nearby students; athletics are utilized as culture and not as sports and there are comparatively few students who are working their way through the university.

The silver jubilee opening June 1, for six days (with the golden jubilee of the Divinity School) includes a brilliant series of social events and exercises, among which is the dedication of the new Ida Noyes Hall (\$500,000 clubhouse and gymnasium for women.) The jubilee sermon is delivered June 4 by Dr. Albert P. Fitch, president Andover Theological Seminary, Mass.; among other speakers being Dr. J. M. Powis Smith; Dr. LeRoy Waterman, University of Michigan; Dean J. F. Vichert, Colgate; Rev. F. O. Erb, Portland; Presidents J. G. K. McClure, McCormick Seminary, and C. M. Stuart, Northwestern; Dean Shailer Mathews; O. S. Davis, Chicago; Dean John Gordon, Temple, Philadelphia; Dr. A. C. McGiffert, New York; Dr. D. C. Macintosh, New Haven; Presidents E. A. Hanley, Franklin College, Indiana, and W. H. P. Faunce, Brown University.

A STRANGER IN NEW YORK

[A stranger in the town attends the National Conference on Community Centres and Related Problems in New York City.]

The stranger in the town was interested in community work. Also she was interested in related problems. Therefore she consulted her map of New York City and located the Church of the Messiah. Back in the little western town whence she came news of the East sifted in. The names upon the program were to her the names of people known to fame.

The day's work had been hard and she was weary, but she listened. All spoke of neighborliness and the human spirit. The program came to a close and the stranger thought of the ride in the subway and the apartment where no friend or relative waited.

Then the chairman spoke. He urged the audience to wait for a social hour. He begged that no one turn his face toward the exit. The stranger hesitated. She was very tired, but she was lonely, too.

The thought of a little time among people whose lives were dedicated to bringing neighborliness to those who were alone cheered her.

She stayed and joined the crowd at the front of the church. No one spoke to her. She approached the chairman and offered her hand. "I am Miss ———. I am a stranger in the city, but I felt ashamed after hearing the talks to refuse to join you in a social hour." The chairman perfunctorily shook her hand and said that he was glad she had remained. Then he passed her along towards the group which he was exhorting to enter the reception room. The stranger's little spurt of exhilaration died down. But she thought, "In the room beyond no doubt the stranger will find neighborliness." So she entered. But no hand was extended, no friendly voice suggested neighborliness. She began to feel embarrassed.

A woman approached her and said: "I noticed that you are alone. So am I. I know no one here, and as you seem to be in the same position, I thought I would speak to you." Never was human voice more welcome. Truly he who says that nowhere is a human being so lonely as in a crowd where he knows no one, speaks the truth. The other stranger said: "I am very anxious to speak to Mr. ———. I enjoyed his talk." Then with a burst of nervous courage she said: "I am going to speak to him." And she did. Then turning to the stranger from the West she said to the great man: "This lady is from the West. She is a stranger in the city." The great man stopped a moment. His habits were social if his spirit was not. Then he passed on and joined a group of gay friends.

The stranger became separated from the other stranger. She stood alone and apart. No spark of neighborliness came her way. She felt alone, depressed. She made her way to the door. No hand detained her, no voice urged her to stay. She passed out and down the street to the subway.

A Teacher from the West.

THE BOYS' WAY OF CO-OPERATION

BY S. G. RUBINOW

Brady, Texas

[In "The Farming Business," Chicago.]

Out of all the thousand and one suggestions and ideas concerning co-operative rural credit, which have been offered through articles, lectures, short courses, movable schools for farmers, meetings and discussions in this country and on the other side of the water, there comes now and then a ray of sunlight through the fog, carrying a grain of hope in the form of something concrete which has been accomplished. Such a ray of hope as this has recently come forth in the state of Texas, where conditions of farm credits and farm finance are all too cloudy.

Just about a year ago the members of the boys' corn club in the vicinity of Mauriceville met the county agent, A. H. Prince, State Agent H. H. Williamson and J. P. Hilliard, one of the leading men of that community. Their purpose was to perfect an organization among the boys which would provide means of obtaining money at cheap rates of interest, so the boys could buy dairy cows and brood sows.

The idea had been on the mind of State Agent Williamson for a long time. A thoroughly practical man himself, raised behind a pair of mules in the typical cotton patch of the bottom farms, Mr. Williamson's solution of the rural credit problem was not in theorizing, but in getting something done.

"I have always felt," stated Mr. Williamson, "that if we are going to make a permanent and lasting success of community co-operation which will make rural credit a feasible possibility, we must feel our way through the slow process of experience and education; we must start with boys and girls, and inoculate them with the principles of co-operation, rural credit, business farming and farm management, so that a class of farm men and farm women will be produced to whom these things will mean something tangible. We not only had the agricultural development of Orange County in mind as one of the objects of this organization, by providing a means for co-operative saving and investment, but we were also anxious to give the boys an opportunity for drawing inferences from this practical lesson in rural credits and management."

There are now 200 boys in this banking organization, and the enrollment is increasing rapidly. This has not only been a practical lesson in co-operative rural credit, but it actually has given these boys the desired opportunity for buying livestock with which to earn money, which after all seems to be the real foundation for a successful and a permanent system of agriculture.

The result of this meeting was the organization of the Boys' Savings Bank (unincorporated) of Mauriceville, Texas. The organization got down to business promptly and elected president, vice-presidents, cashier and assistant cashier. Five other boys were also elected as mem-

bers of the board of directors, and an advisory committee, composed of three citizens of the community, was chosen and tacked on to the regular board, with power of consultation and assistance, for the purpose of helping in the initial operations of the bank, until things were running smoothly.

All of the business of this organization is carried on in the regulation quickstep of an up-to-date banking association. The directors meet once a month at the schoolhouse, listen carefully to the reports which the officers have to submit, examine papers investigating all transactions which are made. Each director calculates the interest on notes, determines the cash on hand, and works out all the other problems concerning the business of the bank. All the official correspondence of the bank is carried on on their own formal printed letter heads. Talk about practical methods of studying arithmetic in its relation to the business of farming! Why, these boys have all the business methods found in any bank and put them into regular practice in the conduct of their own banking business.

The work is even pursued during vacation time, the boys meeting at the schoolhouse the first Saturday of each month. A large number of shareholders are present to witness the proceedings, and many of the farmers and farmers' wives of the community attend and enjoy the afternoon. Every meeting held thus far has been attended by more than 200 people, and after the business of the bank has been transacted other matters of general interest to farmers are generally discussed, the boys participating in the discussion, thus obtaining the benefit of the experience of their fathers.

During the time when school is in session the meetings are conducted on Friday afternoons, with the entire school present. The occasion is a gala day for the entire community. Old and young have become interested in the bank and every one turns out, school work being dismissed for the rest of the day. The officers carry on their work in serious dignity and with realization of its importance. The chairman presides in an admirable manner, discussions are handled quietly and in a logical manner. Routine business is taken up first, then special cases come up for consideration. Social features have now been incorporated into the meetings, and after the transaction of business, papers are cleared, books are put away, records

are deposited and the anticipated good time enjoyed by every one.

Is this education? Every time. Is this practical? In every way. Is it going to make better farmers for the future? Without a doubt. Can it be introduced in every school? Why not?

One year's active operations have placed the bank beyond its experimental stage, and it is now an assured success. The idea is spreading to other communities, and it will not be long until the project has been made a vital part of boys' and girls' agricultural club work, as conducted by the United States Department of Agriculture in co-operation with the agricultural colleges. The object is to interest all the boys and girls who are members of agricultural clubs in this movement. The leaders want to see every boy and girl become a stockholder in the organization. They want to create strong county associations, which later on can be merged into a state federation. They have made the shares so low that the price will not be an objectionable factor to any boy or girl, especially to the sons and daughters of tenant farmers.

A very interesting incident may be related in connection with the history of this boys' savings bank. Last fall, after a most strenuous fight, the local school authorities succeeded in consolidating the school district and spent all of their available fund in putting up a first class, modern school building. More money, however, was needed for painting the building, providing the water system and making many other improvements on the school grounds. The school board was at a loss to know what could be done in raising the necessary funds. Some one suggested that they apply to the boys' savings bank for a loan. The idea was laughed at and ridiculed at first. But it stuck with some of the trustees and finally the directors of the board visited the school, met the directors of the bank, talked the situation over in presence of the school body and the conference resulted in the bank coming to the relief of the situation by loaning the trustees of the school \$160 for one year at 10 per cent. This was to be used in improving the school building in which the boys themselves who are members of this bank were already attending school. It was something in which they themselves were vitally interested. This experience in itself was a valuable lesson to the members of this bank in business.

Massachusetts will ever be indebted to the first State Commissioner of Education, David Snedden, for his wealth of scholarship, educational vision, professional devotion, and progressive attitude.—A. E. Winship.

ORAL ENGLISH IN SECONDARY SCHOOLS

BY HOMER CHERRINGTON

Athens (Ohio) High School

From the beginning of the study of English in secondary schools, it has been the custom of instructors to deal abstractly with the masterpieces of literature in appealing to the literary appreciation of childhood. Children do not like to read unless they have been adequately trained in the art of appreciation. In writing compositions, too, the ideals and ideas of the teacher have been so far removed, oftentimes, from the sphere of childhood that the formal study of English composition has, in many cases, been totally abhorrent, and conversational English could claim no relation to that which was given in the classroom.

Inasmuch as teachers of English are admitting that this status is true, students of pedagogy have wondered whether someone will be able to develop a method of teaching English that will make possible among people who will some day be leaders in the affairs of the nation, an appreciation of the language that, in ordinary conversation, is so horribly mangled. It is no more difficult to speak idiomatic English than it is to speak in a tongue which is so repulsive to the individual of culture. Rudyard Kipling, after having visited America, and after having been thoroughly disgusted with some of our institutions, contemptuously remarked that America is a nation of "slang and provincialisms."

Some have thought that children cannot be expected to speak correctly unless they have a laboratory in which to learn; this laboratory must be managed in a way which will arouse the interest of the pupil, and the most important course of training must be oral English.

If the teacher of English can only arouse an appreciation of the dignity of the language which he teaches, he has made it possible for the mental boundaries of that inspired individual to be increased in a wonderful degree. There is to be found nowhere a single argument, logical in nature, that will tend to justify the use of slang in the most insignificant measure. It has been charged that our too frequent use of slang has been the result of our proverbial American enthusiasm. We are proud that America is a nation composed, for the most part, of people who are energetic and enthusiastic; what might be the result in the literary world if this spirit of enthusiasm were properly directed in speaking the best of English, is a question the answer to which may only be surmised. If the use of slang continue to meet with increasing favor, America may expect to have, in a few years, a race of people physically enthusiastic but mentally degenerate. There is nothing so enervating intellectually as to limit voluntarily one's boundaries of appreciation; there is nothing so invigorating as to be able to express the sublimest ideas appropriately.

Perhaps every teacher who has laboriously marked themes, has frequently wondered what beneficial results are derived from such drudgery.

Ordinarily these themes, besplattered with heart-sickening red, are consigned by their ingracious recipients to a place in the waste basket without having aroused any emotion except that of repugnance; or possibly the teacher may have insisted that these themes be rewritten and that careful attention be given to the delicate touches of red so generously placed there by the instructor. It is zealously hoped by the teacher that these mistakes may not be made the second time, but alas! the same form of punishment must be administered so very frequently that the teacher who possesses any degree of modesty will buy his ink from mail-order houses. In oral English, pupils are not compelled to look upon red ink, but they are permitted to look upon things infinitely more vital—the faces of critical classmates.

If a pupil has not been accustomed to speaking formally in the presence of others he will at first be overcome by timidity, but the tactful teacher can easily make it possible for the most self-conscious pupil to develop such a degree of confidence in his own ability that he will not hesitate to express himself. This self-confidence will not only help the pupil in other scholastic work, but when maturity is reached it will be one of the most valuable assets in whatever occupation he chooses to enter. The thoughtful individual will, doubtless, wonder whether it is not dangerous to develop the self-confidence of a high school student to its fullest measure. If the development of self-confidence were the end of oral composition, it would most certainly be a dangerous system. But, as self-confidence in business and the professions is only a fundamental characteristic without which success is impossible, so self-confidence is essential to the development of skill in the use of spoken English. If individual pupils appear to be particularly timid the teacher should not at first insist that they face the class in discussing a subject previously assigned, but while standing beside their desks they should be encouraged to talk for a brief time. After practice of this kind they will at length be willing to come to the front of the room while the teacher takes a place in the rear. For two or three weeks no criticisms should be made; this is the period during which the teacher has an opportunity to encourage, and more good may be accomplished during this time by commendation than by condemnation.

After self-confidence has been acquired, it is the opportunity of the teacher to see that it is not abnormally developed. This is done very largely through the co-operation of the members of the class. The teacher announces that the next time the class meets each person will bring paper and pencil. When the next recitation period arrives each pupil is invited to make note of the mistakes that are made by each individual who takes part in oral composition. At first it is exceedingly difficult for pupils to discriminate between right



MANUAL ARTS HIGH SCHOOL, LOS ANGELES

and wrong because they have hitherto been taught mistakes in English in only an abstract manner. The teacher, then, must assist them in observing the faults of others. If the teacher is enthusiastic in pointing out mistakes, his pupils will soon become adept in the same art.

If the teacher wishes the best results he must act as a comrade to the pupils, inviting them to criticize him as freely, and in the same spirit as he criticizes them. Frequently dispute over the pronunciation of a word, or its use, makes it necessary for the pupil to find some authority to substantiate the position he takes, and he is unconsciously invited to make a bosom friend of the dictionary which acts as arbiter in all disputes. No pupil lies awake at night devising means of making it possible for his fellow-students to criticize him. On the contrary, he is exceedingly desirous of reducing to a minimum the criticisms that will be made of his composition. He will therefore take great care not to make the same mistakes that are made by others.

There are some cardinal blunders which each teacher will discover for himself; it is a good plan to write these mistakes on the blackboard, together with others as they may occur, and whenever any pupil thoughtlessly uses one of these forbidden forms, a mark is placed beside the mistake thus made. If a teacher has more than one section of the same class he may compare the number of mistakes of one class with that of another. Pupils manifest great interest in this method. No class cares to be the lowest. Students have been known to wonder what can be done to get rid of individuals who will not work and thus lower the standing of the whole class.

Pupils are taught that the use of slang is not only impolite but that its frequent use shows mental incapacity. They are urged to use the best of English in all conversation in order that this practice may make possible the elimination of mistakes in English on formal occasions. They are thus granted an incentive to speak correctly the language they would otherwise disregard outside the classroom. The vocabulary is unconsciously increased because of a desire to express thought in a manner that cannot be attacked.

The next opportunity of the teacher of oral English is to guide judgment. The typical high school boy is prone to make statements that are exceedingly rash and there are always many of

his associates who are willing to permit these statements to remain unchallenged. There is usually in every class at least one pupil who has read somewhat extensively, and who is ready to doubt a statement of a rash nature. Then the one who originally uttered this idea worthy of ridicule is compelled to defend his utterance. If he cannot do it he loses the confidence of his fellow-students; if he is able to defend it, then he must exercise his reason. If the pupils do not challenge the reasonableness of absurd statements then it is the province of the teacher to assume that duty; in doing so the teacher renders it impossible for the spirit of self-confidence to be abnormally developed.

In oral composition as well as in written it must be remembered that there are four forms of prose discourse. If oral English is a part of the course of the first year in high school, about all of the year should be spent in the study of narration and exposition. The first day, pupils will probably tell anecdotes. If asked to speak for a minute, they will, very likely, speak for half a minute and think they have talked for half an hour. But after a time they will be able to speak for a longer period without trouble. A high school girl after having had instruction in oral English for one semester talked in an interesting and connected manner for forty-five minutes. After a week of one-minute speeches pupils should be invited to read some story, and reproduce it in class. After a month of this kind of work, pupils will be desirous of telling stories they have originated. In a few weeks it will be possible for the teacher to assign some topic from which an original story is to be produced and told in class. Pupils take great pride in originating a plot that will hold the attention of classmates.

The study of description makes possible a great increase in vocabulary. It helps a pupil to appreciate the sublimity of the beauties of nature and gives him an inspiration to use, in describing them, words that will appropriately express the feelings he experiences in seeing them.

The practical study of argumentation develops keenness of thought and enthusiasm of expression. It is always wise to discuss, at the beginning of the study of argumentation, questions with which youth are familiar, and in which they are vitally interested. The woman-suffrage question, although debated so frequently that it has become

somewhat nauseating to mature people, has never failed to arouse in the minds of high school students a desire to display enthusiasm in speaking their convictions, which, by reason of association with elders, are pretty well established. If the first debate is a success, it is reasonable to assume that participants in later debates will have some incentive to work vigorously for success. Great wisdom, however, must be exercised in selecting subjects for debate; nothing beyond that which can be understood by the pupil should ever be given to him to discuss.

Thus far we have thought in particular of formal oral composition in which the pupil is conscious of being under the critical gaze of his classmates. There is still another type of oral English—the informal composition—in which the teacher has an opportunity to see the result of his efforts. There are several standard magazines, some weekly and some monthly, that may be purchased at a price which any student can well afford to pay. In these magazines are discussed topics of current importance over which there is, usually, some division of sentiment, and there is no better way of developing originality, keenness of thought and dignity of expression than by using these magazines as textbooks are ordinarily used. Sometimes the teacher must defend one side of a given proposition in order to arouse enthusiasm for the other side; with tactfulness the teacher never fails to start an argument over an important matter about which pupils should know, and in which their interest will be intensified. These magazines are taken to homes into which good literature sometimes would not otherwise go, and the parents of pupils are permitted to read of things concerning which they might remain ignorant. Thus the teacher not only helps his pupils but he acts as a missionary to homes that might, without his help, be destitute of the proper literary environment.

Of course oral composition does not eliminate all the difficulties of the teacher of English. It is necessary, occasionally, to have written themes; but the teacher who, during any semester, asks for three or four well-written themes of a thousand words each, will direct his pupils in developing skill far better than the teacher who requires a short composition every week. If the Hillegas scale, or the Harvard-Newton scale for measuring English compositions be used, the teacher may draw a chart showing the relative standing of each class. Competition is thus highly developed; each class is desirous of having the highest average. Each pupil feels that he is working, not for the teacher, but for his classmates; he does not ignorantly make blunders in writing compositions, for he has learned through his oral study of English how to use his language correctly.

It has been charged that the improper use of English in conversation is the result of insufficient training in the art of writing. It is just as logical to say that the improper use of English in writing is the result of insufficient training in the art of speaking. It has been determined by investigation that the people who are most careless in con-

versation are the individuals who are most careless in writing—both in the use of English and in the purely mechanical features of writing it.

A mid-western university not long since conducted an investigation the purpose of which was to determine whether oral composition produces the results its advocates maintain it does. It was found that high school students who had received drill in oral English invariably used better language in written examination than those who had been taught English in only a formal way.

YELLOWTHROAT

[Amos R. Wells, in *Youth's Companion*.]

Down by the swamp in the alder tangle,
Brisk little dandy in raiment gay,
Maker of ditties that daintily jangle,
Maryland Yellowthroat whistles all day,
Smartly he pecks at a silvery pitch
Rollicking ballads unfitted for churches:
"Witchery, witchery, witchery, witch!"

Witchery truly, you dear little fifer,
Watching us quaintly with curious eyes;
Witchery more than a sage could decipher
Under your caroling, jauntily spry.

Black-masked face uncannily hidden,
Breast a-glimmer with golden bloom,
Where is the mystical steed you have ridden,
Where is your shy little witch's broom?

Witchery, witchery, all around you,
Summer magic in blossom and tree,
Summer spells in the rhythm that bound you,
Shrill of the cricket and boom of the bee.
Witchery most of all in your singing,
Over the meadows your canticle ringing:
"Witchery, witchery, witchery, witch!"

RURAL HEALTH RECOMMENDATIONS

The Health Committee of the National Council of Education in co-operation with a committee of the American Medical Association presents these recommendations as to health improvements in rural communities:—

Health examination and supervision of all rural school children.

Dental examination and dental care for the teeth of all children in the rural schools.

The service of the school or district nurse to provide the practical health service and follow-up work, which (it has been so clearly demonstrated in our cities) can be best accomplished by the school nurse. The work of the nurse is even more vitally important in rural than in city schools.

Warm school lunches for all children in rural as well as in city schools. The indirect educational benefits of the school lunches upon the children and the homes are even more important than the immediate health improvement of the children themselves.

Correction of physical defects which are interfering with the health, the general development, and progress of rural children. For this remedial and constructive health service, practical rural equivalents of medical clinics, dental clinics, and community health centres of the cities are urgently needed in all parts of the United States. The county unit of organization and administration for health as well as other rural interests has already proved successful and promises the best results. Every county

should have one full time health officer, one or more school and district nurses, and one or more community health centres to provide rational, self-supporting health and medical service for all the people.

Co-operation of physicians, medical organizations, health boards, and all other available organizations in the rural health program.

Effective health instruction for the rural schools which shall aim decisively at the following results:—

(a) Establishing of health habits and inculcation of lasting ideas and standards of wise and efficient living in pupils.

(b) Extension of health conduct and care to the school, to the homes, and to the entire community.

Better trained and better paid teachers for rural schools, who shall be adequate to the health problems as well as to other phases of the work of rural education.

Sanitary and attractive school buildings, which are essential to the health of pupils and teachers.

Generous provision of space and facilities for wholesome play and recreation.

Special classes and schools for the physically and mentally deficient, in which children may receive the care and instruction requisite for their exceptional needs.

These recommendations are practically prepared by Dr. Thomas D. Wood of Columbia University.

WOMEN AUTHORS

Few school readers have had as large sale or more ardent champions than the "Cyr Readers" (Ginn and Company). The story of the coming into being of those readers is almost as romantic as the creation of "Uncle Tom's Cabin." Ellen Cyr spent her early childhood in Vermont. Frail as a child she did not go to school among the Green Mountains, but lived and learned in the library of her clergyman father and in the fields and meadows of that rare world. Her later girlhood life and upper grade schooling was in Newburyport in the atmosphere of the families who inherited the spirit of Caleb Cushing and other worthies of that sacred community. She visited John Greenleaf Whittier in those girlhood days. When the family moved to Cambridge she tried to teach a love of literature from the books provided for the children, but they did not meet her need, and so she wrote their reading lesson on the board for them to copy and read.

Other teachers copied and used her stories and then the publishers sought her out and the "Cyr Readers" became a national institution. Now, in her home with her own children as her joy Ellen Cyr Smith lives a quiet life at 78 Hawthorne Street, Flatbush, L. I.

Emilie R. Baker is the author of "The Northland," "Stories from Northern Myths," "Stories of Old Greece and Rome," "The Children's First, Second, Third Books of Poetry" and "Selections for Secondary Schools," and other books of translation. Mrs. Baker is a native of Brooklyn, and a graduate of Teachers' College of Columbia University. She has rare art in authorship and rare skill in making selections of stories for school use and in translation. Her work is always successful. Address, Park Hill, New York.

Edith Horton, author of "A Group of Famous Women" and "The Frozen North," is a native of New York City, was educated in her schools through to the University of the City of New York and has been principal of Public School No. 7 for twenty years. Miss Horton has always been greatly interested in the problems of city girls, and few people have done as much as she for their improvement. She always has a very

live and wide-awake corps of teachers and pupils because there is always something a-doing at "Number 7" and nothing grows stale there. This year she is having the students study and stage Shakespeare's plays. The Brooklyn Eagle devoted nearly a column to a critical notice of "The Merchant of Venice." Few high schools have excelled "Number 7" in such a presentation. Address, 141 York Street, Brooklyn.

Elizabeth Dillingham, joint author of the "Tell It Again" series and of many kindergarten games, is a native of Honolulu, is a graduate of Miss Lucy Wheelock's Kindergarten Training School, Boston, and since graduation has been in kindergarten work in Worcester. Address, 134 Elm Street, Worcester.

Harriet E. Tuell's discussion of "How Far Does the High School Course in History Fit for College Work in History" has called attention to earlier work in connection with "Selected Readings in English History." Miss Tuell is a graduate of Wellesley College, and received her Doctorate in Philosophy as a result of her course in History in Cornell University. She has taught in the B. M. C. Durfee High School of Fall River, but is now head of the Department of History in Somerville (Massachusetts) High School.

Eleanor Smith is editor and author of "Modern Music Series," "The Eleanor Smith Music Series," "Songs for Little Children," "Song Pictures," "Songs for a Little Child's Day," "Golden Cup," "Hull House Songs," "Children's Hymnal." She is without a peer in her line of activities. Every teacher knows of her work and works. Aside from her marvelous resourcefulness in the making of great books on music, she has been a queen among teachers with Colonel Francis W. Parker in the Cook County Normal School, founded the Hull House Music School, was head of the Department of Music in the College of Education, Chicago University, under John Dewey, and is now conducting The Eleanor Smith Institute of School Music at Fine Arts Institute Building, Chicago, where she may be addressed.

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A. E. WINSHIP..... Editor
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DR. FINLEY'S LEADERSHIP

We have often spoken of the skilful, intelligent, sympathetic leadership of Dr. John H. Finley, New York State Commissioner of Education.

We have had many evidences of this, and every editorial comment has been based upon some new evidence, but we think we have never had quite so significant a demonstration as in the following official letter written to M. H. Knapp of Solvay, New York, in response to a letter of inquiry about the efficiency of the system and the worthiness of the superintendent, Philip W. L. Cox.

The letter is based upon the definite knowledge thereof through the efficient state department.

February 14, 1916.

My dear Mr. Knapp:—

In answer to your specific questioning, I am able to say that we of the Department, on the side both of elementary and secondary education, give united and hearty support to the principles upon which you are proceeding. We have followed, too, with sympathetic interest, their application, and have observed the intelligent zeal and enterprise shown by your superintendent. Approval of the specific methods of application and details of instruction must, however, await a closer examination than we have been able to make up to this moment, and the lapse of more time.

I have been hoping to visit Solvay myself, as presenting one of the most interesting problems in our educational work, but that has been seemingly impossible, and I therefore submit a schedule made by a member of our staff, who is most familiar with the work, mentioning items that seem clearly deserving of the approval of the best educational thought and practice.

"1. A system of distribution of pupils by means of rapid promotion class, ungraded classes and classes for

children of foreign born parents, who do not hear English spoken at home.

"2. The development of an intermediate school, taking character as a junior high school, the evolution of which is watched with special interest by this Department, since it long ago endorsed such a plan of organization. Rochester, Buffalo, Albany, New York City and some other large cities are establishing differentiation courses, but it will be of special interest to see what can be done in a place of the size of Solvay under such conditions.

"3. Provision for health and recreative features of a child's life through playgrounds, directed play and proper arrangement of classroom exercises.

"4. The offering of opportunities, through the school system, for making choice of vocation and of courses of higher training.

"5. Introduction of efficiency tests.

"6. Provision of evening classes for teaching English to foreigners and for giving instruction in trades and household arts, for mature men and women.

"7. The admirable provision of school buildings and equipment."

I have thought of Solvay as undertaking an experiment whose results would be of interest and benefit to the state at large, and I hope that you are to continue in the direction in which these approved principles are leading.

Sincerely yours,

(Signed) John H. Finley.

If there is anywhere a better demonstration of efficiency of a state department we would certainly like to know of it.

NORMAL SCHOOL FACULTIES

Few phases of American education today are cause for greater humiliation than the persistent attempt of many university men, foundation exploiters and some representatives of the United States Bureau of Education to under-estimate the faculties of state normal schools.

This has led us to make some investigations of our own. There are many normal schools that have few, if any, members of the faculty who are not university graduates, and no members who have not done university work while in service.

University work done while in service signifies vastly more than the same time spent in the university in one's youth, first, because one knows the value of time and effort, and second, because the work given in any university today is vastly more effective than any that one could have done a few years ago.

A study of the faculty of the Bellingham, Washington, State Normal School is significant. The members of the faculty have studied in Columbia University (10), Chicago University (9), University of Washington (7), University of Michigan (5), University of California (5), University of Leipzig (2), Berlin (2), Jena (1), Vienna (1), Harvard (2), Minnesota (3), University of Wisconsin (2), University of Illinois (2), Agricultural College of Washington (2), and one or more from these universities or colleges: Yankton, University of Kansas, University of Missouri, Michigan Agricultural, Oberlin, Nevada, Colorado, Southern California, Carleton, Western Reserve, Wesleyan, New York University, Pacific University,

Drury, University of South Dakota, University of Iowa, Lawrence of Wisconsin, Hillsdale, Drake, Pratt, Alma, Central Iowa, Ohio State, Butler, Milton, Salina. Not only so, but twenty-five have also graduated from state normal schools in Massachusetts, Michigan, Wisconsin, Nebraska, Iowa, Missouri, Kansas, California and Washington.

COLUMBIA HIGHWAY

America's greatest highway is along the Columbia river on a created ledge on the world's very edge with mountains two thousand feet above you, the river a thousand feet below you, wonderful falls and cascades beside you, and the glorious valley stretching for thirty miles east of you and reaching thirty miles west of you, while your automobile glides along on "high," over the best boulevard engineering in America, for forty miles without a grade greater than five per cent., and the road held securely by a wall from twenty to a hundred feet built of stones without an ounce of water or cement,—a dry laid wall for the making of which engineers were brought from Rome.

Does this read like a fairy tale? Possibly, but it gives no faintest hint of what Nature, the county appropriation of \$1,500,000, Samuel Hill's vision, and Samuel C. Lancaster's engineering art, skill and devotion have already achieved.

I know America's wonderlands fairly well, but I have seen nothing quite so thrilling as on the seventy-six-mile ride to Chanticleer, around Crown Point, beneath the falls of Latourell, Bridal Veil and Multnomah at the sunset hour.

Memory has a new halo and anticipation new charms.

SUPERVISED ELECTIVES

Superintendent Tout and High School Principal M. M. Redenbaugh of North Platte, Nebraska, have combined their theory and experience in the working out of a scheme of high school electives which appears to be a genuine success.

The first class—four years—has graduated. There were thirty-five in the graduating class.

No subjects are required. All are elective with the following restrictions:—

Candidates for graduation must present thirty-two high school credits of which seven at least must be from the list of ninth grade subjects, seven from the list of tenth grade subjects, seven from the list of eleventh grade subjects and six from the list of twelfth grade subjects.

Not less than two years' work can be accepted in any of the following departments: English, Latin, German, History, Science, Mathematics and Shorthand.

Each member of the class completed thirty-two points and received a diploma.

Physical culture, military drill and chorus music are given each one-half point for one year's work.

American history is included in the history de-

partment, but when it was taken alone it was given credit even when no other history was taken.

Each member received two years' credit in English, two years' credit in mathematics, and thirty-one received two years' credit in a foreign language.

One was brilliant in mathematics and history, but could not learn Latin, and after several attempts dropped it.

One was good in English and science, but disliked the languages, and graduated without any credits in language, went to the agricultural college and is making good.

Another could do nothing in the languages, but was extra good in science and history. He graduated and is in the state university.

ANOTHER HERO

Our editorial on Dr. Spaulding's heroism has brought to us knowledge of others who are equally heroic. Indeed, we had known of others, but none who had attempted so much in the second year, nor any one who had tried it where teachers are as closely organized as in Minneapolis. The following is a portion of a letter from a superintendent now in the Intermountain Region who was for ten years in Pennsylvania:—

Dear Dr. Winship:—

I read your editorial on Dr. Spaulding with much interest, but I wondered whether it takes more courage to do what he is undertaking in a large city where he can't be known personally to so many people as in a small city where a superintendent is known to nearly every man, woman and child. In Pennsylvania for ten years, I dropped each year those teachers who for any reason were not making good and I am doing the same thing here. I take the community into my confidence and ask them to give me a free hand in the matter. I tell them that no social or church affiliations or prominent friend alliance moves me a moment if the teacher is not delivering the goods for their children; that the welfare of forty or fifty children is much more important than the comfort of one teacher. I employ teachers with the distinct understanding that their tenure of office is for one year only, and if at the end of that time they are failures I shall be the judge, and if they are willing to come into our system with that well understood and agreed upon, I shall be glad to have them.

We know this superintendent and we know he does and has done all that he says he does.

Remember that this is Shakespeare year. Not alone the month of May, but the year 1916 is for magnifying the greatest group of British masterpieces.

THE SNEDDEN BANQUET

The school men of Massachusetts and of New England honored Dr. David Snedden, retiring Commissioner of Massachusetts, with a dinner at Hotel Brunswick, Boston, on the evening of May 19, Dr. F. B. Dyer, superintendent of Boston, presiding. The speakers were among the ablest men in public life and they left nothing unsaid that need be said to voice the appreciation of the state, of Boston, and of the scholastic and professional world.

Dr. Snedden's acknowledgment of the honor was in his usual clear and purposeful thought expressed in his masterful English.

McCOLLOUGH WITH APPLETONS

J. F. McCollough as manager of the educational department of D. Appleton & Company is one of the highly significant announcements of the season.

Mr. McCollough is one of the best known of the active men in the publishing world. He began with Silver, Burdett & Company and has been a vital factor in their development.

Mr. McCollough is a man who has uniformly commanded respect, who has made friends readily and retained them steadfastly. He knows all phases of the business.

The Appletons are in a position to widen and strengthen their educational department and Mr. McCollough is equal to the great opportunity that comes to him with this appointment.

BALLARD'S CRITICS

If Walter J. Ballard intended his list (issue of April 27) to be the twenty-five largest cities it was a serious failure, but if he meant it to be a list of twenty-five large cities it was all right. We used the list without examining it as the twenty-five largest cities. We should not have used the list on the other basis. Any way it was a mistake to use it as we used it. So many large cities are omitted as to make it ridiculous.

Mr. Ballard is a statistician and as such can be trusted. We used the list when he sent it because it was the first report we had seen of the latest official government estimate of the population of cities.

MANIA FOR SUICIDE AMONG TEACHERS

We have persistently refused to credit the oft made statement that teachers were extra suicidal in their tendencies, but of late the evidence has been a little too conclusive. A city superintendent in Michigan, a professor of Johns Hopkins University on almost the same day and others coming before and after them make it important that teachers realize that the whole profession suffers when one of them goes wrong in life or in going out of life.

There is the greatest stability in teacher tenure where there are the most attractions in the position.

ABOUT THE BEST EVER

The possibilities in pupil devotion are rarely utilized as they might be, and should be. When a teacher has occasion to try it out the revelation is often almost beyond belief. One of these demonstrations recently occurred in Woburn, one of the suburbs of Boston, in which W. D. Davis secured a victrola under unprecedented conditions.

Mr. Davis asked the children to deny themselves of the movies and candy for a week and devote that money to a victrola, which they willingly did. The last day they were to bring old rubbers and newspapers. It is difficult to believe, but those children brought, in their arms and on sleds and little carts, over five tons of old newspapers and four hundred pounds of rags, besides quantities of rubbers and tires. They succeeded in raising ninety-one dollars, and have a fine machine to show for their work, and a fine lot of records, besides some school money in the bank.

THE CALIFORNIA ASSOCIATION

If you are interested in the state associations and their various schemes be sure to send to Arthur H. Chamberlain for an article on "Organization for Efficiency, The California Teachers' Association, The California Council of Education, and By-Laws of the Association." Send to Mr. Chamberlain, care Sierra Educational News, San Francisco. It tells you everything you will wish to know about their unique organization and in a way that makes interesting reading.

APPEALS

We have more than once expressed our impression and convictions regarding appeals to pupils, but this is not an attempt on our part to antagonize appeals.

The Journal of Education belongs to the profession, and on questions where there may well be a difference of opinions and convictions those who have different impressions from ours have a fair field.

All indications are that Shakespeare won practically everything from Bacon because of the anniversary opportunities for people to line up on the issue. The Baconians appear to be among the scattering.

The dates of the meeting of the Department of Superintendence will be a week later than ever before—February 26 to March 3.

High school enrollment in Cincinnati has increased fifteen times as rapidly as the population.

New York City has named School No. 11 the William T. Harris Public School.

The Permanent Fund of the National Education Association is \$188,000.

Now Dartmouth has student troubles! Belligerent pacifists!

THE WEEK IN REVIEW

A "GENTLEMEN'S AGREEMENT."

The informal understanding which has been reached between General Obregon and General Scott, and to which General Carranza has given his consent, is of the nature of a "gentlemen's agreement." There is no treaty or formal document of any sort; but it is agreed, on the Mexican side, that an effective patrol shall be maintained on the border, that a considerable Mexican force shall police the territory about Parral, and that no troops shall be moved to operate in the rear of General Pershing's force; and, on the American side, that, while United States troops will stay in Mexico until the Carranza forces have demonstrated their ability to handle the bandit situation, the American soldiers will not operate in sections where Carranza forces are active. If this agreement is lived up to, it will certainly relieve the tension.

PEACE TALK PREMATURE.

No one doubts that the peace paragraph in the German note to the United States was inserted as a "feeler" to draw out suggestions or proposals looking to an ending of the war. But if any hope was entertained at Berlin that the Entente Allies would make or agree to, at this time, any proposals satisfactory to German ambitions, that hope must have been quenched by the prompt responses from London and Paris. Premier Asquith immediately declared: "We shall never sheathe the sword until Belgium recovers in full measure all and more than all that she has sacrificed, until France is adequately secured against assault, until the rights of the smaller nationalities of Europe are placed upon an unassailable foundation, and until the military domination of Prussia is wholly and finally destroyed." And President Poincare, on behalf of France, said: "Neither directly nor indirectly have our enemies offered us peace. But we do not want them to offer it to us, we want them to ask it of us. We do not want a peace which would leave imperial Germany with the power to recommence the war and keep Europe eternally menaced. So long as our enemies will not recognize themselves as vanquished, we will not cease to fight." Such declarations do not leave much room for peace overtures.

THE IRISH PROBLEM.

The summary court-martial and execution of the leaders in the Sinn Fein revolt, however justifiable as a military measure in time of war, have aroused a keen resentment, even among Irishmen who had no sympathy with the revolt, which makes the present task of the British Government extremely difficult. The abrupt transition from the mildness and gentle obliviousness which marked Mr. Birrell's administration of Irish affairs to these severe measures came with a shock. Mr. Asquith's decision to visit Ireland, and to obtain by personal interview the opinions of representatives of different Irish groups,—meanwhile suspending the court-martials,—was wise and timely; and if it leads to

an adjustment and re-organization and a scheme of administration satisfactory to both factions the revolt, ill-considered and futile though it was, may prove a blessing in disguise.

SOME CURIOUS DISCLOSURES.

Some curious disclosures have been made in the course of the hearing before the Royal Commission to inquire into the Irish rebellion. From the admissions of the former under-secretary for Ireland, it appears that the Government had definite advices that an attempt would be made to land arms from German submarines; that there were at least 16,000 hostile volunteers in Ireland, of whom 3,000 were in Dublin; that the volunteers were drilling; that women were being trained to look after wounded men; and that sham fights for the taking of Dublin castle were being held. But the authorities did nothing, because they feared that if they did, an armed rising would be precipitated. So they allowed everything to drift, until the crisis actually came. "We were deterred," said the under-secretary, "because we were afraid to enforce the Act against drilling in arms."

THE NEW ARMY BILL.

The army re-organization bill, as agreed upon by the House and Senate conferees, provides for a maximum peace strength of the regular army of 211,000 officers and men, and a war strength of 261,500. The National Guard, as re-organized, will total 457,000. These figures have comparatively little relation to the demand for immediate preparedness, for the proposed recruiting of the regular army and expansion of the National Guard extend over a period of five years, and it cannot be told until the end of that period whether either the regular army or the National Guard can be recruited to the numbers indicated. It is one thing to have an army on paper, neatly divided and arranged, and quite another to have a really efficient army, well drilled, properly distributed, and readily mobilized for any real emergency.

HUSTLING LEGISLATION THROUGH.

After dawdling for six months or more, Congress is now preparing to hustle through highly important legislation with the minimum of consideration and debate. An instance in point is the House rule regarding the shipping bill. The Democratic House leader, Mr. Kitchin, announced that "our folks are for this bill" and that, if the Democrats would hold together, they could pass it in a reasonable time. Accordingly, by a vote divided strictly on party lines, the House adopted a rule by which debate was to be limited to five hours, and the bill was to be voted on at a fixed hour, even if its reading by paragraphs had not been completed. Yet this is a bill which, if it becomes law, will commit the Government to an altogether new line of activity, to which the commercial and shipping interests of the country are strongly opposed.

THE LATINIST'S CREED

"I believe in Latin, because it develops the memory, the reason, the judgment, the imagination.

"I believe in Latin, because it develops observation, accuracy and concentration of mind and thus lays the foundation for success in business or professional life.

"I believe in Latin, because, through translation, it trains one to express himself in English with clearness and force—an indispensable requisite for civic influence.

"I believe in Latin, because it familiarizes one with the history and the thought of the greatest nation of antiquity, the nation that furnished us with the basis of our own laws and government, language and literature.

"I believe in Latin, because there is no other school study in which one can find so strong a combination as this, of thorough mental discipline, acquaintance with the language and civilization at the basis of our own, and the ability to express one's views convincingly."

J. W. Scudder, Albany, N. Y.

THE HOME IS THE GREATEST UNIVERSITY IN THE WORLD

Bryn Mawr, Pa., April 14, 1916.

Dear Mr. Winship: The purpose of the National League of Teacher-Mothers is to train the young child's mind so as to enable it to derive real benefit from the subsequent instruction in the public school, and to safeguard the child against the detrimental influences of the "herding" together during the years between the ages of five and eight years.

As a qualification for membership in the league, the mother must teach her children systematically and methodically at home. This implies regular and punctual daily lessons of five minutes each for a child of three years, which time has to be gradually increased as the child grows older.

Since a prominent magazine published a series of mine called "Educating the Child at Home," the number of mothers undertaking this plan of home teaching has rapidly increased, until an army of mothers, with vital interests in common, made organization seem highly desirable. From the missionary in the heart of China, from the wife of the postmaster at Wrangell, Alaska, from the engineer's mining camps of the Andes Mountains, as well as from women and men in the centres of advanced educational ideas, come the letters to tell what is being done for the children by following the simple plan of teaching the child the right thing, at the right time, in the right way.

Considering the serious purpose of the National League of Teacher-Mothers, the rapidity of its growth is remarkable, showing conclusively that the time is ripe for organized effort toward educational betterment. Many agencies are working with me to further the project. The mother who has made a success of home teaching endeavors to persuade her timid or thoughtless, or self-distrustful neighbor that the home, and the home only, can furnish the true basis of education. The educator striving to hasten the betterment of public schooling, welcomes the practical plan of home instruction to relieve the school of its ever increasing burdens, seeing in this the first and most indispensable step towards the long-promised reconstruction. The minister endorses the movement as a means of restoring in some measure the old-time family life and parental

authority. Even the lukewarm observer admits that personal instruction far outweighs in value the results to be obtained by methods invented to make possible the grading of human minds.

At some of our meetings last winter many well-known women pledged themselves to teach their small children. The results have surprised the parents. "I never supposed a little child could learn so fast," said one. "It almost seems as if they go on learning while they sleep." At the Happy Hollow Playground Association in Philadelphia, and at the Friends' School in West Chester, Pa., branches have recently been organized.

The National League of Teacher-Mothers regards teaching as an art, not as an exact science.

It helps the parents to retain direct control over the education of the children.

It does not pretend to teach without calling for effort on the part of the learner.

It does not concern itself with how somebody else would carry on a school.

It is unhampered by a too rigid system or an autocratic supervision.

It upholds the sanctity of parental authority and education.

It is not bound by any rules save those of common sense.

It promises to improve and not to spoil the children.

It does not make a normal child into an abnormal child, nor does it prepare the pupils to enter the university at the age of ten. On the contrary,—they are obedient, healthy, happy, helpful little girls and boys—they have been taught how to work and can, therefore, master in one hour far more of the essentials, than can other children of the same age in a long, lean day at school.

I am sorry for the little child whose mother feels that she must send it to a kindergarten. This is simply an admission that the mother is unwilling or unable to train her own child, or else that she lacks the self-confidence of a motherly old hen. How we distort the teachings of the great Froebel in urging the general use of kindergartens, ignoring the fact that he developed "child-gardens" for the poor children denied real home life. In his own words, "the kindergarten is the most beautiful substitute for a genuine home life."

The mother need not have a high education in order to give her child suitable instruction. If a college education were the one thing needful in order to be a good mother, we should never have heard from Lincoln, Greeley and many other venerated men, nor, on the other hand, should we have occasion to deplore the meagre results of modern schooling.

The home should be the most wonderful educational institute in the world. The mother should be the best judge of what is best for the child. The mother who is not compelled to support her children should never be misled into placing them in school before they are advanced at least beyond the lowest grades.

Daily individual instruction by the mother saves the child from the kindergarten, chart, primer, first reader stages, and enables him to enter school prepared to profit by instruction and to advance rapidly enough to sustain his interest.

The next step is to make certain that the child is not undergraded when he enters school. "Easy" lessons make laggards. We hear a great deal of the evils of child-labor, but all too little attention is paid to the destruction of mental, moral and physical power through the evils of child-idleness.

No fee of any kind will be charged for the help I undertake to give—money cannot buy a satisfactory substitute for home teaching. I hope that every mother in America will avail herself of the privileges offered by the National League of Teacher-Mothers and begin

without delay the home instruction which will do more than any other thing to ensure a happy and useful future for her children,—so start at once—organize a club, and write for further instructions.

Ella Frances Lynch,
Founder, The National League of Teacher-Mothers.

THE NEW YORK TEACHERS' STAND

To the Editor of the New York Times: One evening last week I read in your paper some of the reasons why the teachers are not in favor of the Lockwood-Ellenbogen Pension Bill. I have heard many teachers give these reasons:—

First—None of us are familiar with the contents of the bill as we have never had an opportunity to read it.

Second—When we attended meetings and wished to express our dissent to the statements made by the speaker, we were refused the opportunity to do so.

Third—It was explained to us that it was necessary to deduct almost twice as much from the salary of the woman teacher as from that of the man teacher, which we consider rank injustice and refuse to submit to.

Fourth—The gross injustice of permitting principals and high-salaried people, who have never paid more than one per cent. of their salaries into the fund, to retire within the year on pensions ranging from \$1,750 a year up, while the grade teachers who receive a salary of \$1,500 and have already paid in one per cent. of their salaries for ten years must pay into the fund eight per cent of their salaries for twenty-five years more before they can retire on \$750 a year.

In justice to the teachers, no bill should be passed by the Legislature until every teacher be given an opportunity to read the bill and decide, without being influenced, whether or not that bill is for the good of the teachers.

Elizabeth C. Mersereau.

New York, April 13, 1916.

NEW ENTRANCE REQUIREMENTS

The State University of Iowa. at Iowa City, Iowa State College of Agriculture and Mechanic Arts at Ames, and Iowa State Teachers' College at Cedar Falls have adopted new entrance requirements, adopted March, 1916.

- GROUP I. For unconditional admission to:—
- a. The College of Liberal Arts in the State University, Iowa City.
 - b. The division of industrial science in the College of Agriculture and Mechanic Arts, Ames.
 - c. The College course leading to the degree of Bachelor of Arts in Education in the Teachers' College, Cedar Falls.

- A. Required.
- 1. One foreign language 2 units
 - 2. English 3 units
 - 3. History-civics-economics group 1 unit
 - 4. Mathematics
 - a. Algebra 1½ units
 - b. Plane geometry 1 unit
- B. Elective.
- 1. Additional work so as to make 3 units in one of the following:—
 - a. Foreign language
 - b. History-civics-economics group
 - c. Mathematics
 - d. Natural science
 - 2. Enough additional work from the above, including English, to make a total of at least 11 units; but with a maximum of four units in any one foreign language, in English, in the history-civics-economics group, in mathematics, and 4½ units in natural science.

- 3. Whatever work, to the extent of four additional units, the accredited school certifies as accepted by that school for graduation; subject to the definitions of units of entrance credit adopted by the North Central Association of Colleges and Secondary Schools, or in the bulletins published by the Iowa Board on Secondary School Relations, and with only the following general restrictions:—

- a. Not less than one unit in physics, chemistry, or any foreign language.
- b. Not less than one-half unit in any single subject.
- c. No credit for English grammar, United States history or arithmetic unless taken in the third or fourth year of the secondary school course; or, in the case of arithmetic, after the completion of one and one-half units in algebra.
- d. In the cases of freehand or mechanical drawing, manual training, and the laboratory elements of domestic science, a double class period (85 minutes) must be required as the equivalent of an ordinary recitation period (40 to 45 minutes) in a non-laboratory subject.

GROUP II. For unconditional admission to all courses in engineering in the University and in the College of Agriculture and Mechanic Arts, the specific and elective requirements are the same in all respects as those for Group I except that solid geometry, one-half unit is required; hence, only six elective units are necessary.

NOTE.—A student may enter by meeting either the old or new requirements until he registers for the year 1919, when the new requirements will be in full force.

COMPARATIVE EXPENSES

[Report of National Education Association.]

Teachers' salaries in comparison with other items of total school expenditures in cities having over 100,000 inhabitants, 1913-14:—

[Figures indicate per cent. distribution.]

Cities.	Salaries of Teachers.	Board of Education and Business Office.	Superintendent's Office.	Textbooks.
Birmingham, Ala.	66.60	0.70	2.10	3.28
Los Angeles, Cal.	70.13	3.46	1.18	
Oakland, Cal.	66.10	1.62	.95	
Denver, Colo.	69.45	1.41	1.08	.84
Bridgeport, Conn.	66.68	.91	1.07	2.54
Washington, D. C.	72.01	.64	1.01	1.44
Atlanta, Ga.	71.73	(1)	5.14	.14
Chicago, Ill.	67.79	1.38	1.79	.11
Indianapolis, Ind.	59.54	2.52	1.59	.80
Louisville, Ky.	62.28	4.42	3.99	.29
New Orleans, La.	74.50	1.72	1.18	.15
Baltimore, Md.	69.62	.85	1.92	2.90
Boston, Mass.	64.41	3.33	1.95	1.33
Cambridge, Mass.	69.12	1.45	2.76	1.33
Fall River, Mass.	59.04	.87	1.80	1.69
Lowell, Mass.	56.31	.98	1.84	3.14
Detroit, Mich.	67.38	1.22	.24	1.84
Grand Rapids, Mich. ..	62.82	1.71	1.99	.52
Minneapolis, Minn.	65.56	1.15	.83	2.45
St. Paul, Minn.	66.75	.74	1.08	
Kansas City, Mo.	61.31	3.94	2.05	1.60
St. Louis, Mo.	57.30	4.68	1.98	.95
Omaha, Nebr.	56.89	3.53	1.45	1.66
Jersey City, N. J.	65.45	1.00	2.50	2.25
Newark, N. J.	67.59	2.22	1.91	1.88
Paterson, N. J.	68.21	1.08	2.05	2.16
Albany, N. Y.	60.81	1.44	1.76	3.38

[1] Included under Superintendent's office.

Buffalo, N. Y.	62.25	.69	1.48	1.99
New York, N. Y.	67.85	1.26	.90	
Rochester, N. Y.	66.73	2.36	1.14	.70
Syracuse, N. Y.	56.53	1.12	1.19	1.12
Cleveland, Ohio	69.24	9.11	1.72	.44
Columbus, Ohio	64.66	.65	.86	.92
Dayton, Ohio	60.64	1.69	1.31	3.20
Toledo, Ohio	65.39	2.47	1.47	2.66
Portland, Oreg.	70.63	3.28	1.63	(3)
Philadelphia, Pa.	64.80	2.89	1.91	2.59
Pittsburgh, Pa.	54.00	4.89	2.15	1.52
Scranton, Pa.	63.68	1.66	3.39	.98
Providence, R. I.	60.18	2.21	1.16	1.82
Memphis, Tenn.	67.92	2.25	1.67	
Nashville, Tenn.	64.49	2.14	1.40	7.31
Richmond, Va.	65.95	1.58	1.33	2.39
Seattle, Wash.	74.34	1.22	1.55	1.68
Spokane, Wash.	65.66	.85	1.32	2.27
Milwaukee, Wis.	71.09	1.02	1.84	.10

[3] Less than one-hundredth of 1 per cent.

ACADEMIC FREEDOM

During the last few years no educational question has called forth more strong feeling than the question of academic freedom. There has come to prevail a general belief in certain classes of the population that our colleges are no longer disinterested intellectual centres, but subsidized outposts of privilege, and that faculties are in the main made up of retainers of capital. Distrust of the integrity of colleges is no less grave than distrust of the integrity of the judiciary or the church. For our institutions of learning should be citadels to which the faith of the whole nation may rally. A thorough discussion of this vital subject will appear in the June Century, it is announced, from the pen of Vida D. Scudder, professor of English literature in Wellesley College. Miss Scudder believes that there is probably not a sensitive person on any faculty in the land who can express convictions as freely and simply as he would if unconnected with an academic organization. At the same time, she thinks that there are certain reasons for this which the rebellious conscience of the radical teacher can justly respect. It is said that her article presents this problem from every angle, weighing the various duties and responsibilities involved, considering the natural point of view of the trustee and the parent as well as of the teacher, and reaching a practical solution that takes equal note of the claims of freedom and obligation.

APPRECIATES ALDERMAN'S PLAN

Dear Dr. Winship: I am glad to see what Professor Alderman has to say in the April 20 issue of the Journal of Education, recommending one-story school buildings for every city. The unit plan is bound to win. It is best in every way and the cheapest. There is less danger from fire, less chance for the spread of disease, better lighting when windows are placed high on three sides, better ventilation, and in fact, there is no other type of schoolbuilding that can compare with it. We are to build a new plant of five rooms this summer in Pueblo. I do not feel that we are overenthusiastic.

With kind regards, I am,

Very sincerely,

R. W. Corwin.

Pueblo, Colorado.

A. G., Ohio: Your Great Educators' articles are fine. I have known of these men for some forty years and your articles make them live again.

A. L. S., Pennsylvania: The Journal of Education serves a splendid purpose in my school administration each year.

F. C. S., Maryland: The Journal of Education gets better each year.

L. G. S., Indiana: I am sincerely an admirer of the Journal and cannot teach without it.

A. R. C., New Hampshire: I like your paper very much and consider it very helpful.

W. H. C., North Carolina: I have to make a sacrifice to read the Journal, but it is worth it

BOOK TABLE

THE MOTIVATION OF SCHOOL WORK. By Superintendent H. B. Wilson, Topeka, and G. M. Wilson, Ames, Iowa, Agricultural College. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 265 pp. Price, \$1.25.

H. B. Wilson has never done any work in school or with his pen that has not attracted wide and favorable attention. He has always been in the forefront of progressive education, and yet has avoided skidding on slippery places and collision in crowds. He put Salem and Franklin, Indiana, on the map, made Decatur, Illinois, famous, and has kept Topeka up to her highest pace.

In all this his vision has been "motivation" and he has materialized it admirably. He is a student and teacher combined and "The Motivation of School Work" is the result of his studies, convictions and successful demonstrations of a quarter of a century.

While the book is a theory elucidated and illuminated it is more than that. It is as practical as the multiplication table. He and his collaborator have presented the theory vividly from the standpoint of psychology, and then they have applied it most sensibly in the motivation of reading, of language and composition, of history, of geography, of arithmetic and of other subjects. The heroic phase of the book is the vigorous way in which the authors dare to slay many traditions which still keep useless matter in the schools. This book goes farther than any other book in elimination by showing specifically why the eliminations are wise and even necessary.

THE MERRILL READERS, FIFTH READER. By Franklin B. Dyer, superintendent of schools, Boston, and Mary J. Brady, primary supervisor, St. Louis. New York: Charles E. Merrill Company. Illustrated. Cloth. 320 pp. Price, 52 cents.

We have previously spoken of the distinctive characteristic merits of the other books of the series and every attractive feature of the four books that have appeared is intensified in the Fifth Reader. We have seen no series of School Readers that has impressed us more than do these books with the skillful devotion of the authors to every need of the child that a school book can provide at that time in his life. The scope is greater than is usual, the adaptation of selection to interest and need is definite and pedagogically correct, and the aim is direct and intelligent as to subject matter, style, spirit and purpose. We know of no other place where children of this age can see so much of so many worthy phases of life. A distinct feature of the Fourth and Fifth Readers especially is the highly artistic way in which children can get the glow and glory of a great masterpiece without the unimportant detail which the original contained. There are no condensations, no patch-work eliminations, but a re-presentation of all that children of this age can fully appreciate. This Fifth Reader especially is a book of inspirations for children to whom the world is opening up innumerable vistas through hopes and aspirations.

ENGLISH PROSE AND POETRY (1137-1892). Selected and annotated by John Matthews Manly (professor and head of the department of English, University of Chicago). Boston: Ginn & Company. Cloth. Gilt top. 804 pp. Price, \$2.00.

Students and teachers of English who have used Professor Manly's "English Poetry" or "English Prose" will need but to read the announcement of his latest compilation to realize that another anthology of the first rank has been made available. "English Prose and Poetry" is intended to cover both branches of English literature in a single volume. It contains the cream of its two predecessors, and no selection is included that is not contained in one of them. The arrangement of the notes is ideal, the short explanatory ones being placed at the bottom of the page, where they are quickly and readily accessible, and the longer, more complicated ones being collected in an appendix, which is a veritable treasure-house of fact and comment. An index of authors, of titles, and of first lines is provided. The page is large, with double-columns, the typography clear and tasteful, the paper thin and of good quality. The covers are worthy of the rest of the book and afford a conspicuous example of the good taste which distinguishes Ginn publications.

A list of the authors represented would be equivalent to a catalog of notable English writers from the time when English literature may be said to have begun. Suffice it to say that all the great names and many of the lesser ones are included, even to those humble figures who produced only one or two first-rate pieces.

A surprising number of selections are comprised in the volume, considering the fact that several of the longer poems, essays, etc., such as "The Rime of the Ancient Mariner," "The Deserted Village" and Stevenson's essay on François Villon, are given in full. A commendable feature is the inclusion of translations of the Middle English pieces printed in parallel columns with the originals. These translations attempt to reproduce not only the content but even the metrical form, the tone and manner of their models, and themselves possess great literary merit.

From whatever point of view we consider it, "English Prose and Poetry" reflects credit on editor and publishers alike. It should be in the hands of every student and lover of English literature.

A PRACTICAL ELEMENTARY CHEMISTRY. By B. W. McFarland, Ph. D., head of Department of Science, New Haven, Conn., High School. New York: Charles Scribner's Sons. Cloth. 478 pp.

This ideal new chemistry text is constructed, according to the preface, "on the plan of developing fundamental classes of reactions in the laboratory designed to fix certain fundamental principles of chemistry in the minds of the pupils. In connection with this, the pupil is supposed to look up certain additional facts and theories in connection with the work, as those facts and theories seem to be needed or are called for in the recitation connected with the practical work. This results in the pupil's using the descriptive text as it should be used; that is, looking up references as needed, and fitting the facts into a general outline previously decided upon." Dr. McFarland's work contains all the material called for by this program, theoretical, descriptive and practical.

Part 1 contains all of the laboratory directions, accompanied by questions involving a knowledge of principles. References are given, wherever possible, to paragraphs of the descriptive parts of the text. There are forty-seven laboratory exercises. Part 2, entitled "Fundamental Ideas," contains all the elementary theory, including definitions, symbols, formulas, equations, etc. Part 3 has to do with the more advanced theory, the study of the reactions of the metals or of applied chemistry. Part 4 is a systematic reference work, containing such matter as might be called for in reading up in connection with the laboratory work. It covers over 200 pages, and is rich in description and illustration. The book contains nearly 150 cuts, diagrams and photographic reproductions. The typography is varied so as to set off important statements of fact or theory. An index is provided.

Practical, interesting, comprehensive, teachable, Dr. McFarland's book is a work that does credit to author and publishers alike.

BIRD HOUSES BOYS CAN BUILD. By Albert F. Siefert. Peoria, Illinois: Manual Arts Press. Price, 50 cents.

Bird houses are now one of the greatest delights of boys. They like to make them, like to see birds select them, like to see them build nests therein and set up housekeeping. Somehow this bird-house building enthusiasm has had a remarkable outburst. It is everywhere. In one Pacific Coast city there were 6,000 bird-houses made and placed this season.

This book of Mr. Siefert is attractive beyond expression. It illustrates hundreds of bird houses and shows working drawings of houses of various designs, some formal, some rustic, and some of cement. Bird houses, feeders, shelters, sparrow traps, and other bird accessories are also illustrated by photographs and drawings. The common house-nesting birds such as wrens, house finches, bluebirds, martins and others are pictured and described, together with information regarding foods, houses and shelters suitable for each. Illustrations give a good idea of the character and size of successful bird house exhibitions which have been conducted in several cities.

ICE-BOAT NUMBER ONE. By Leslie W. Quirk. With illustrations by Henry S. Watson. Boston: Little, Brown & Co. Illuminated cloth. 12mo. 325 pp. Price, \$1.20.

This is the fourth volume of the Wellworth College Series, and is intended for boys upwards of fourteen. The series has been cordially endorsed by the Boy Scouts of America and deals chiefly with the athletic side of college and secondary school life. Those who have followed preceding volumes by the same writer will welcome this additional help toward securing true manliness among growing young men.

PRIMARY ELEMENTS OF MUSIC. By Inez Field Damon. Price, 32 cents.

CHILDREN'S SONGS OF CITY LIFE. Words by Anna Phillips See. Music by Sidney Dorlon Lowe. Price, \$1.

SONGS OF CHILDHOOD. By S. Evelyn Dering. Price, \$1.20.

THE PLAYGROUND BOOK. By Harry Sperling. Price, \$1.80.

New York City: A. S. Barnes & Co.

The titles of the above books indicate pretty fully their scope and purpose. The last named is included in the group of music books on account of the singing games and marches so largely used in the book. They are all worth the consideration of progressive teachers who wish to have the latest equipment for their musical work.

CAUSERIES DU LUNDI: FRANKLIN ET CHESTERFIELD, par C. A. Sainte-Beuve. Edited, with introduction, notes, exercises and vocabulary, by A. Wilson-Green. New York: Cambridge University Press (G. P. Putnam's Sons, Agents). Boards. 132 pp.

This volume is one of the Cambridge Modern French Series, of which Mr. Wilson-Green is general editor. The aim of the series "is to provide modern French texts equipped with exercises on the lines of the direct method." Each volume contains: (1) a short biography in French of the author, (2) a series of exercises containing passages for translation into French and questions in French on (a) the narrative, (b) the words and idioms, (c) the grammar, and (3) a French-English vocabulary. It should be added that the exercises are of a type originated by the general editor in his edition of Erckmann Chatrian's "Waterloo" some years ago. The volumes are divided on the basis of relative difficulty into three groups, Senior, Middle and Junior. This edition of two of Sainte-Beuve's charming essays belongs to the second group.

It is unnecessary to enlarge upon the place of Sainte-Beuve as literary critic and essayist. His interest was in the writer as a man revealed in his work, and this human interest is well exemplified in the essays included in the present volume, which besides are of especial interest because of their respective subjects. Franklin's Autobiography and Chesterfield's Letters to His Son are well known, and it cannot fail to be a treat for English-speaking pupils to see the familiar figures through French eyes. Intrinsically and as examples of French style, the two essays are well worth reading.

The editing has been done with a painstaking and generous hand. Notes, introduction and exercises set a high standard in Direct Method texts. The Cambridge Modern French Series has begun its existence auspiciously with such a publication.

BOOKS RECEIVED

"Latin Plays." By J. J. Schlicher. Price, 75c.—"Solid Geometry." By Betz and Webb. Price, 75c.—"Asia." By N. B. Allen. Price, 80c. Boston: Ginn & Co.

"The Merchant of Venice." Edited by D. H. Rich. Price 35c.—"The Tragedy of Julius Caesar." Edited by D. H. Rich. Price, 35c. New York: Harper & Brothers.

"World Missions and World Peace." By C. A. Mason. Price, paper, 30c; boards, 50c. West Medford, Mass.: Central Committee on the United Study of Foreign Missions.

"Studebaker Economy Practice Exercises and Manual for Teacher." Chicago: Scott, Foresman & Co.

"Commencement Days." By Washington Gladden. Price, \$1.25.—"Essentials of Effective Gesture." By J. A. Mosher. Price, \$1.00. New York: The Macmillan Company.

"Lake Erie and the Story of Commodore Perry." Price, 40c.—"Lake Huron and the Country of the Algonquins." Price, 40c.—"The Mohawk Valley and Lake Ontario." Price, 40c.—"Lake Michigan and the French Explorers." Price, 40c.—"Lakeside Literature Readers": Fifth Grade. Sixth Grade.—"Stories of Many Countries and Many Times."—"World Stories for Children." Chicago: Ainsworth & Co.

"Fifth Reader." By Dyer and Brady. Price, 52c.—"Fundamentals in American Education." By C. A. Phillips. Price, \$1.25. New York: Charles E. Merrill & Co.

"Cambridge Geographical Readers: II. England and Wales." Price, 35c. Cambridge: University Press.

"How to Write Business Letters." Edited by W. K. Smart. New York: A. W. Shaw Company.

"Railroad and Street Transportation." By R. D. Fleming.—"The Building Trades." By F. L. Shaw. Cleveland: The Survey Committee of the Survey Foundation.

YOUR OWN DRUGGIST WILL TELL YOU
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Eyes and Granulated Eyelids, No Smarting—
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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

27-30: Maryland State Teachers' Association, Ocean City. Dr. R. Berryman, Baltimore, secretary.

JULY.

3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

8-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

VERMONT.

BURLINGTON. The State University will graduate the largest class in its history this year.

MASSACHUSETTS.

MILTON. Charles L. Curtis, principal of the high school, is to become principal of the Winchester High School.

LOWELL. William W. Dennett, who has been a teacher of chemistry and physics at the high school for a number of years, was unanimously

elected as principal of the Charles W. Morey School, to succeed the late Charles W. Morey. Mr. Dennett is very well known in high school affairs and is faculty manager of football at the school.

BOSTON. It is a remarkable growth which President Murlin explains in his report to the trustees of Boston University. He announces that in six years the number of students at the university has increased from 1,240 to more than 2,600. In view of this increase, the president's insistence on the need of enlarged accommodations for the students who are flocking to Boston University was only to be expected. President Murlin has shown that he knows how to keep the University's financial house in order in a way that few collegiate executives even attempt. Every dollar of its current expenses is paid out of current income. With such a showing, ready for the inspection of all who might be inclined to make gifts to Boston University, the president and trustees should not have difficulty in raising funds for the institution—or at least they ought not, for their own stewardship has been faithful.

Massachusetts through its new system of university extension has twenty-eight state colleges, according to James A. Moyer, state director of educational extension, who spoke at a "propaganda meeting" of the Massachusetts Teachers' Federation in Cambridge May 13.

"There has been much talk in the past," said Mr. Moyer, "of a Massachusetts state university. By that term people always mean a university whose instruction is free to all the people of the state. I would not like to go on record as opposed to the creation of such a university. It is questionable, nevertheless, if the present plan of dividing the state into twenty-eight districts for administration of the new university extension plan does not give all that the advocates of a state university had in mind, at less cost both to the commonwealth and to its beneficiaries. If we had one institution, centrally located, the tuition might be free, but still a majority of the students must pay for board and lodging, and comparatively few could carry on a gainful pursuit in connection with their studies. Under the plan we are developing, university courses are taken to the people at hours, day-time or evening, in which they can derive most benefit from the instruction. Of some seventy courses offered by our department about half are of college grade."

Mr. Moyer said that teachers can make good use of the university extension work in English, foreign languages, psychology and other subjects, and especially in vocational guidance, which will be offered for the first time next autumn. He paid a tribute to former Governor Walsh for his initiative in securing this scheme for Massachusetts and

cited several characteristic abuses of the private correspondence schools. The system under which groups of eight or more students meeting together for study at least once a week may have a monthly visit from a state instructor, and groups of twenty or more persons, regular instruction by one of the traveling educators, was carefully explained.

President Henry H. Harris, of Lowell, was the first speaker at this propaganda meeting which was designed especially to acquaint representatives of teachers' clubs not yet members with the advantages of belonging to the organization. He traced the growth of the Federation from a small suburban association to a state wide organization representing more than 10,000 teachers. Miss Mary McSkimmon, president of the Brookline teachers' club, who presided at the meeting; Secretary Ernst Makechnie of Somerville; Miss Anna Murdoch, treasurer of the Federation and president of the Boston grade teachers, and others who spoke, emphasized the value of the Federation to individual teachers and their associations.

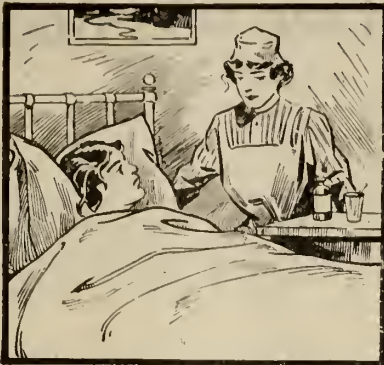
James P. Monroe spoke on the subject of "Teachers' Pensions" and urged the adoption throughout the state of a contributory system under which the teachers, the city or town and the state shall each pay a part. As a model of economy and efficiency he commended the plan of mutual fire insurance adopted some years ago by a group of factories in this state.

LEOMINSTER. The school committee has re-elected Dr. William H. Perry superintendent at a salary of \$2,600. This is the largest salary ever paid at Leominster. Dr. Perry's salary has been increased twice, the amount aggregating \$350, during the time he has been here.

CENTRAL STATES.

MINNESOTA.

MANKATO. There has been a growing feeling among teachers that there should be an organization devoted to advancing the teaching of geography. As a result of discussion at the meeting of the National Education Association in 1914, and of extensive correspondence, the desirability of forming such an association, together with a general plan of organization, was presented to the Association of American Geographers at their Chicago meeting in December of 1914, and met with their hearty approval. Professors Dodge, Whitbeck and Dryer were delegated as a committee to co-operate with those who had taken the leading parts in the initial steps. This committee was enlarged to include Professors L. O. Packard, Charles C. Colby and George J. Miller of Mankato, and this committee proceeded to seek the co-operation of others in creating the National Council of Geography Teachers.



THIS IS WHEN A CHEQUE LOOKS GOOD

Probably the darkest day that ever comes to a teacher is when a serious illness sets in, and she faces the certainty of a greatly increased expense and no income, and the uncertainty of how long it will last. Then it is that a cheque from the T. C. U. looks good, and better still is the assurance that she need not worry, for the T. C. U. will see her through.

One teacher writes: "This has been a strenuous winter on me financially as I had moved, my salary was lower than usual, I am the sole support of three children and all the year the balance has been on the wrong side of the ledger, and this payment, which was so cheerfully and so promptly made, has meant much more to me under present circumstances than a much larger sum might at another time."

Thousands of teachers have learned by bitter experience that the only way to save their savings is to have them protected by the T. C. U. Many times an accident or a sickness piles up a debt that will mortgage one's efforts for a year or more."

This great National Teachers' Protective Organization—the T. C. U.—stands ready to pay \$50 a month to any teacher for a loss of time caused by accident, sickness, or quarantine, besides many additional benefits. Every teacher should be protected.

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Providence, R. I.

The hearty response from all parts of the United States was most encouraging. In some states officials of the State Department of Education, or a city superintendent have assumed the responsibility of organizing an association of geography teachers. This indicates a keen appreciation among school officials of the need for such an organization and of the splendid opportunity to do some real constructive work. Leaders have been secured in thirty-eight states (see map) and the enthusiasm and prompt activity of many has been most encouraging. Sixteen leaders have completed organizations in their respective states. In nearly all these states meetings have been held and programs have been given. The attendance at these first meetings has been very gratifying, varying from a dozen to more than 350. Nine other leaders report (to date) that their state organization will be complete within a year. It is likely, therefore, that by the end of another year state councils of geography teachers will be actively at work in nearly three-fourths of the states. In some states local societies have been formed, e. g., the Bay Council of Geography Teachers in California and the Minneapolis and St. Paul Associations in Minnesota. In several other states local organizations of a geographic character but not emphasizing the teaching phase of the subject were already in existence.

In most states the organization of geography teachers has been established as an independent association but affiliated with the state teachers' association and meeting with it. In

some states it is a section of the larger teachers' association, and in others it is a part of the state science association. Organization as a part of the State Teachers' Association or affiliation with it seems to be the more desirable plan. Either of these plans enables the geographers to interest a much larger number of teachers and school officials, to carry their influence more completely throughout the state, to increase the funds available for constructive work, to lessen the number of separate meetings, and to make available the enthusiasm of larger numbers.

Within a few years there should be a council of geography teachers in every state and it should undertake some definite task the completion of which will advance the teaching of geography in the schools of that state. The Bay Council of Geography Teachers of California has already undertaken such a task. They are now at work on "Materials and Methods of Map Work in the Grades and High Schools." The Minnesota State Association will undertake the preparation of a course of study for the elementary schools of the state. It is probable that other associations are planning work of similar type.

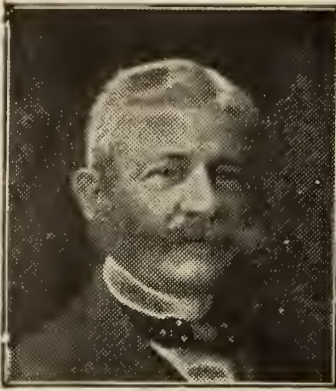
The final plan of organization of the National Council of Geography Teachers was worked out at the meeting in Washington in January. The constitution provides for a board of directors, an executive committee and executive officers. The board of directors consists of fifty members made up of (a) representatives of the affiliated associa-

tions of geography teachers, and (b) members at large. The executive committee consists of nine members, three of whom are to be chosen annually, and the executive officers are president, two vice-presidents, secretary and treasurer. The administration of the affairs of the council are in the hands of the executive committee and the executive officers.

The officers chosen for the year 1916 are as follows: President, Richard E. Dodge, Teachers' College, New York City; first vice-president, Albert P. Brigham, Colgate University, Hamilton, New York; second vice-president, Charles R. Dryer, Fort Wayne, Indiana; secretary and chairman of the executive committee, George J. Miller, State Normal School, Mankato, Minnesota; treasurer, Vernon C. Finch, University of Wisconsin, Madison, Wisconsin. The executive committee consists of the following:—

George J. Miller, State Normal School, Mankato, Minnesota; Richard E. Dodge, Teachers' College, New York City; Charles E. Dryer, Fort Wayne, Indiana; R. H. Whitbeck, University of Wisconsin, Madison; L. O. Packard, Boston Normal School, Boston, Mass.; James F. Chamberlin, State Normal School, Los Angeles, Cal.; Charles C. Colby, Peabody College for Teachers, Nashville, Tenn.; F. V. Emerson, University of Louisiana, Baton Rouge, La.; N. A. Bengston, University of Nebraska, Lincoln, Neb.

The purpose of the National Council, as stated in its constitution, is to increase the effectiveness of



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geography-teaching in the schools of America. It therefore wishes to do everything possible to assist state or local associations in advancing the work of geography-teaching. The secretary will appreciate any suggestions that have as their object the bettering of geography-teaching, or suggestions of ways in which the National Council may be of assistance in your state. You can be of special assistance by sending to him the name and address of teachers who are interested in geography. He would like to have the name and address of every teacher who would be interested in receiving material of educational value.

George J. Miller.
Chairman Executive Committee.

SOUTHWESTERN STATES.

COLORADO.

PUEBLO. The Pueblo School Bulletin gives the following data:—

In order that pupils may know something about what colleges require for entrance the requirements of some of our Colorado colleges are given. In case one expects to go to some other college he should look up the requirements of that particular college. The Eastern colleges have requirements that are quite peculiar to themselves. Studies in these colleges are so grouped for admission credits that sometimes one with a considerable excess of credits in regular academic work can not meet their requirements. Study the requirements of whatever college you

expect to attend, as soon as you decide where you will go.

University of Colorado—English, 3 credits; mathematics, 2; language, 4; history, 2; science, 2; elective 2. Total, 15.

Colorado College—English, 3; mathematics, 2; language, 4; history, 1; science, 2; elective, 3. Total, 15.

Colorado Agricultural College—English, 3; mathematics, 2; history, 2; physics, 1; chemistry, 1; elective, 6. Total, 15.

Colorado School of Mines—English, 3; history, 2; language, 2; algebra, 1.5; geometry, 1.5; physics 1; chemistry, 1; elective, 3. Total, 15.

UTAH.

SALT LAKE CITY. Professor Ernest A. Smith of Allegheny College, Meadville, Pennsylvania, is to be elected superintendent of schools of this city. His prominence has been in college work and in scholarship in history. He has had elaborate scholastic preparation in Ohio, Wesleyan, in Johns Hopkins University, where he earned his doctorate, in Oxford, England, and in the University of London. He has done much by way of history teaching. This is his first venture in the field of public school education, but the Board of Education and others who met him are confident that he can adapt himself to an entirely new line of effort. He will have one of the best school systems in the United States to start with. D. H. Christenson, who retires voluntarily, has few equals in the science and art of educational leadership.

NORTHWESTERN STATES.

IDAHO.

IDAHO FALLS. Theo B. Shank is having great success as superintendent in this city. He is the first superintendent in Idaho or near-by states to put up a high school plant of five distinct buildings. While this is not new in the country as a whole it is entirely new in this part of the country.

LEWISTON. A plan for giving school credits in music to pupils in the junior-senior high school here has been worked out by Superintendent F. W. Simonds and Miss Irmel

C. Orris, the music supervisor. A total of four credits for graduation is allowed for music courses.

The four courses are as follows:—
Course I. Chorus singing, which will include instruction necessary for correct part singing and incidentally interpretation and the principles of correct voice production. One period a week, with a program during the year. Credits one to four each year.

Course II. Band and orchestra on same basis as chorus.

Course III. Applied music. Private lessons in piano, voice, organ or principal instruments of the symphonic orchestra (violin, cello, flute, clarinet, cornet or trombone) studied outside of school may be accredited as follows:—



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Those interested should write immediately to Franklin Institute, Dept. L 221, Rochester, N. Y., for large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

SCHOOLS AND COLLEGES.

Two lessons of thirty minutes each, or the equivalent per week, with a private teacher, a minimum preparation of three hours being given each lesson, and if one lesson of thirty minutes is taken per week, the minimum preparation should be four hours. Each student receiving credit for private instruction must also take one lesson a week in theory and harmony and one in musical appreciation, under the direction of the public school supervisor of music, all the lessons requiring preparation. Credits possible, one each year.

If only one thirty-minute lesson per week is taken privately the complete credit will be three-fourths each year and the additional fraction may be secured in one of the other music courses.

Course IV. Theory, harmony and music appreciation. Theory will embrace notation, major and minor scales, rhythm construction, chord construction and analysis and the fundamental laws of melody.

Harmony will cover the study of chords in all positions, cadences and modulation.

All who register for credit under Course III must have had at least one year's work of not lower than forty lessons. Before a pupil is accepted for credit in private lessons his parents or guardians must agree to see that the proper amount of practice is performed by the pupil. The private teacher will co-operate with the school in securing adequate results, and must report at the end of each semester to the supervisor of public school music, giving

the scope and quality of the pupil's accomplishment, and indicate the proficiency of the pupil by a grade as used in high school.

Before the grade will be given in this course music teachers must be approved by the board of education, the superintendent, high school principals and supervisor of music, of investigation and recommendation in this matter. Music teachers desiring to be placed on the accredited list will make application to the supervisor of music in the Lewiston public schools, giving detailed record of general education, musical training and experience together

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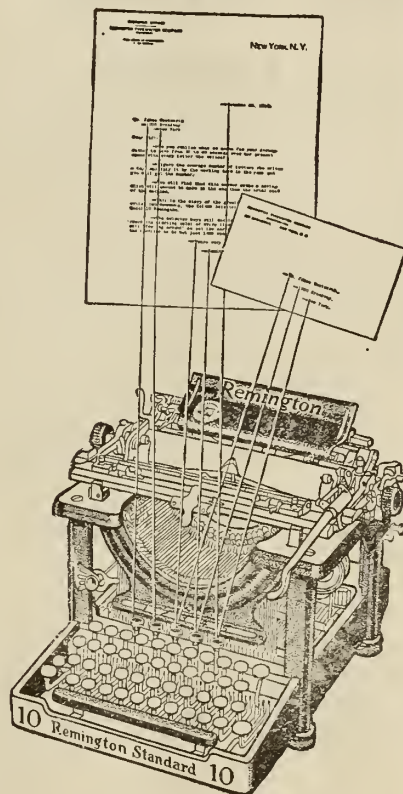
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with diplomas and other evidences of fitness to teach music; applicant will also give at least five references who can speak authoritatively of the applicant's preparation, experience and character. The general education should be of collegiate rank or equivalent. No one will be accredited who would not be acceptable as a teacher of this work in the public schools. Certificates will be issued to the teachers who are approved.

OREGON.

SALEM. Superintendent O. M. Elliott has been re-elected for three years by a unanimous vote, a thing that has happened to no other superintendent in Salem for many years.

WASHINGTON.

HILLYARD. The Parent-Teachers' Association of this place gave a banquet in honor of all the teachers. It was the social event of the season.
BELLINGHAM. In this day of

unrest it is a delight to record the re-election for a three-year term of as good a superintendent as Elmer L. Cave of this city.

OLYMPIA. The state has more than \$11,000,000 in the school fund and only twenty per cent. of the school lands have been sold.

SPOKANE. Mrs. Mary A. Monroe, school principal of this city, is a candidate as delegate-at-large to the Democratic National Convention.

WYOMING.

LARAMIE. The summer session of the State University enrolled twenty-seven in 1905 and 270 in 1915. This season will be much larger than ever before.

DISTRICT OF COLUMBIA.

WASHINGTON. The committee on course of study for the United States Indian schools recently convened by the commissioner of Indian affairs, Cato Sells, after several weeks' work in conference at Washington has completed a course of study which will give to the Indians the best vocational training offered by any school system in the United States. As these schools must train Indian youth of both sexes to assume the duties and responsibilities of self-support and citizenship, this course strongly emphasizes vocational training.

It is divided into three divisions. The first is the beginning stage, the second the finding stage, and the third the finishing stage. During the first and second periods the training in domestic and industrial activities centres around the conditions essential to the improvement and proper maintenance of the home and farm. The course outlined in the pre-vocational division is unique in the fact that in addition to the regular academic subjects boys are required to take practical courses in farming, gardening, dairying, farm carpentry, farm blacksmithing, farm

engineering, farm masonry, farm painting and shoe and harness repairing, and all girls are required to take courses in home cooking, sewing, laundering, nursing, poultry raising and kitchen gardening.

This course not only prepares the Indian youth for industrial efficiency but at the same time helps them to find those activities for which they are best adapted and to which they should apply themselves definitely during the vocational period, the character and amount of academic work being determined by its relative value and importance as a means of solving the problems of the farmer, mechanic and housewife.

Non-essentials are eliminated. One-half of each day is given to industrial training and the other half to academic studies. All effort is directed toward training Indian boys and girls for efficient and useful lives under the conditions which they must meet after leaving school. Other objects to which this course directs special attention are health, motherhood and child-welfare, civics, community meetings and extension work.

The Week in Review

Continued from page 577.

RURAL CREDITS.

The emphatic vote of 295 to 10, by which the House passed the Rural Credits bill, seems to ensure this new departure, in spite of minor differences between this bill and the similar measure already passed by the Senate. The House bill provides for a federal farm loan board and a system of twelve land banks, authorized to lend money to farmers at not more than six per cent. interest, through local loan associations, on mortgages running from five to six years. The mortgages would be used by the banks as the basis for farm loan bonds. The House thinks so lightly of the financial responsibilities involved that it would capitalize the land banks at \$50,000, while the Senate bill fixes the capitalization at ten times that amount. But this, and other differences relating to minimum loans, recognition of improvements, etc., can easily be adjusted.

PREPAREDNESS PARADES.

That there exists an intense and wide-spread popular sentiment in favor of adequate and immediate preparedness for possible national emergencies is shown by the great preparedness parade in New York. The demonstration was the greatest civic parade in the history of the country. More than 150,000 men and women, representing all walks in life, from street sweepers to justices of the supreme court, marched in the parade, twenty abreast, for more than twelve hours. Lawyers, physicians, trained nurses, veterans of the Spanish-American War, and two hundred clergymen of all denominations, together with representatives of all professions and trades in the great metropolis, marched to patriotic music, through streets bedecked with flags. General Leonard Wood, who reviewed the parade, declared it to be the greatest argument America has ever known in favor of preparedness against elements at present unknown.

The "Autocrat's" Kindness to a Child Correspondent

It was not strange that a little girl who was so fond of poetry should attempt verses of her own at times, nor that she should sing of her favorite.

Poet, Professor, Autocrat—

All these he seemed to be;
But I chose the one I loved the best,
The Poet of the three.

The strange part of it was that she should venture to send the little tribute of her affection on its long journey eastward to the author; but this she did one September day, expecting no sign in return, impelled only by a desire to have her appreciation known to him.

The good poet's knowledge of the child-heart justified his title to enthronement there. His admirer received thanks for her tribute in a letter which became her most precious treasure, though it was not until years afterward that she realized to the full the kindness of this much-sought-after and busy man in writing at length and so thoughtfully to his far-away reader.

Beverly Farms, Massachusetts,

September 15, 1881.

My Dear "Child": Your artless and obviously sincere letter, in spite of the fact that it was so admiring in its attitude toward me, touched my heart. No matter if you do make more of me than I deserve, it is the privilege of youth to be unstinted in its enthusiasms. And besides this you have chosen just the poems that I would have had you select to be your favorites.

Nothing pleases a writer more than the good opinion, the warm affection of the young, for they are often good judges of what is worthy of being remembered, and their memory will keep the writer's name embalmed for the next half-century, at least, when his contemporaries have all gone, and but for these youthful recollections he might be quite forgotten.

So, my dear Miss Milner, I thank you very heartily for your pleasant note—its prose and its verse, and am

Very cordially your friend,

Oliver Wendell Holmes.

The poems mentioned in my verses were (if my memory does not fail me): "The Chambered Nautilus," "Iris," "Under the Violets," "The Boys," "The Opening of the Piano," "Agnes."—From St. Nicholas.

SUMMER CAMPS FOR SALE AT BARGAIN

Seven camps, beautifully located in Southwestern Maine, two miles from railroad station, six acres of land on shore of lake, right of way, beautiful sandy beach with gentle slope, northern exposure, view of whole lake. Several boys' schools in immediate vicinity.

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TEACHERS' AGENCIES

VARIETY is the spice of Agency work in the springtime as at no other season of the year. Then come the calls for September as well as for immediate vacancies, and with the activity of both school officials and teachers in all lines Agency work becomes more and more absorbing and effective. Following is a partial record of teachers placed since May 1: Principal high school, Minetto (immediate); principal grammar school, St. Johnsville; vice-principal, Canton, Pa.; Latin, Ridgewood, N. J.; Latin and German, Cohocton; English, Spring Valley, Dover Plains; history, Clifton Springs, Corry, Pa.; drawing, Clayton (immediate); physical training, Auburn; commercial, Ithaca, Cobleskill; grade, Mohawk, Cazenovia, Corinth, Camillus. Any teacher desiring to investigate places for September will do well to find out about the Agency **SPICE.**

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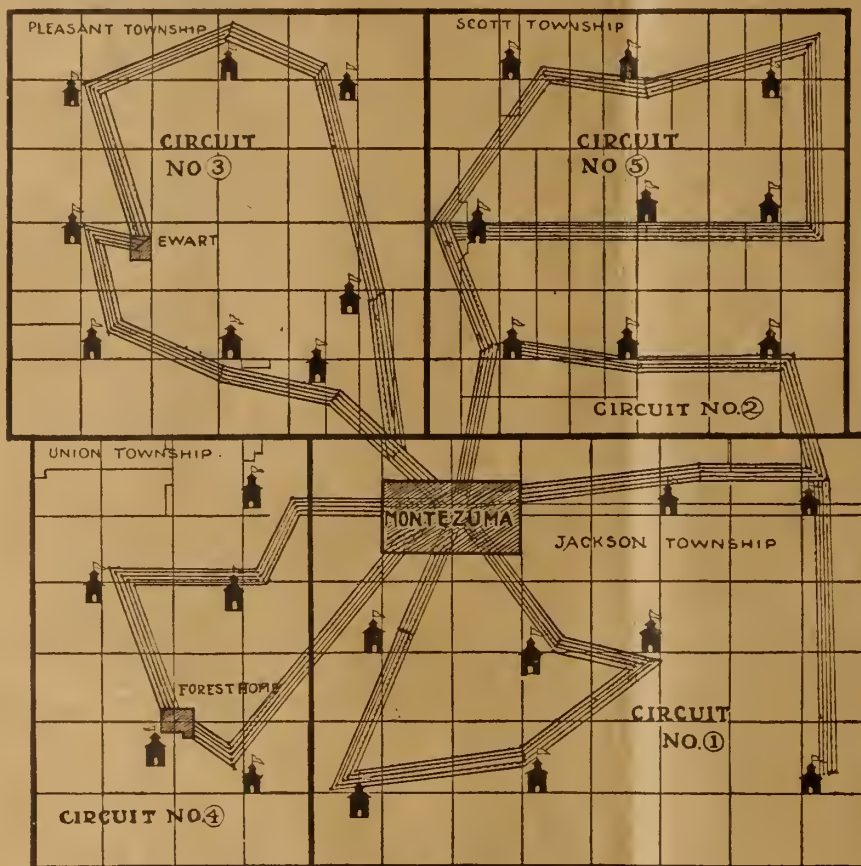
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NEW ENGLAND AND NATIONAL

LXXXIII { Number 22
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THE WEEK IN REVIEW

PROGRESS OF THE WAR.

Interest in the movements of the contending armies in Europe during the past week has been divided between the fighting at Verdun, which has been of the most desperate character, and the Austrian drive against the Italian lines. At Verdun, the French not only held their own, but took the offensive and won the greater portion of Fort Douaumont and considerable adjacent ground of strategical importance. Since then the tide of battle has ebbed to and fro. The Austrians have launched upon an offensive along the whole line from the Swiss border to the Adriatic, and, between the Astico and Brenta rivers and in the Sugana valley have forced the Italians back on their main line of defence, and, for the first time since the war began, have gained a footing on Italian soil. These successes, however, seem not to be taken very seriously in Rome.

THE SHIPPING BILL.

The Administration shipping bill has been hurried through the House by a majority of fifty—the vote being along party lines, except that nine Republicans voted for it, and two Democrats, Olney of Massachusetts and Slayden of Texas, against it. The bill creates a shipping board, with power to regulate the rates and practices of ocean carriers engaged in the commerce of the United States. It authorizes this shipping board to build, buy, lease or charter vessels for the marine trade of the United States, which may also be used as naval auxiliaries or army transports; and it provides a capital of \$50,000,000, to be used by a corporation to be formed by the shipping board for the operation of vessels in the merchant trade, in case private capital does not respond to the opportunity to lease and operate government vessels.

IN THE SENATE.

This bill is likely to receive more deliberate treatment in the Senate and its chances there are doubtful. One clause in the bill apparently terminates the life of the corporation to be established by the shipping board, five years after the close of the war; and it was this apparent limitation upon government construction, ownership and operation of merchant vessels which secured for the bill a number of hesitating votes in the House. But another clause in the bill provides that, after the corporation is thus terminated, the vessels and other property shall revert to the shipping board, which "may sell, lease or charter such vessels." Under this clause, government ownership and operation could go on indefinitely, the only difference being that it would be managed directly by the shipping board instead of by the corporation.

RUSHING THE NAVAL BILL THROUGH.

The House leaders have also determined to rush the naval appropriation bill through with strict limitations upon debate and a final vote as early as possible. The House Naval Committee has rejected Secretary Daniels' five-year program, and it also has refused to include any battle-ships. The latter decision is not

based on economical reasons, but on differing estimates of effectiveness. The five battle cruisers provided for in the House bill are to cost \$20,433,531 each, which is fully as much as dreadnaughts would have cost. Provision is also made for four scout cruisers, ten torpedo-boat destroyers, twenty submarines, one hospital ship, one oil supply ship and one ammunition supply ship. The chief victory of the little-navy men was the limiting the program to a single year.

JUSTICE HUGHES' CANDIDACY.

It is not exactly accurate to speak of Justice Hughes' candidacy for the Republican nomination at Chicago; because he has resolutely refused to be considered as a candidate, or to say a word which could be construed as an expression of willingness to be nominated. Yet in Oregon, the one state in which, against his will, his name went upon the ballot in the primary election, he received a clear majority of more than 15,000 votes over all other Republican candidates. Active campaigns had been made in the interest of Senator Cummins of Iowa, and Ex-Senator Burton of Ohio, yet the man who had refused to allow his name to be used, and who has been as silent as the Sphinx through all these stormy months, led them both combined, not to mention the meagre vote for Roosevelt. It was a result which has set the politicians thinking.

DAYLIGHT SAVING.

Germany and Austria have led the way, and Great Britain and Norway have followed suit in the practical application of the "daylight saving" idea, which has been so long under discussion, but only now has gone into effect anywhere. In Great Britain, the change was made on May 20, in Norway on the 22d. The process was a simple one. At two o'clock in the morning, on the dates indicated, the hands upon all clocks in public places were moved ahead one hour, what had been two o'clock thereby instantly becoming three o'clock. All private clocks and watches were necessarily changed accordingly. Beginning earlier, the working day, of course, ended earlier, and the net result was more daylight hours for work and for recreation as well, with a corresponding increase in efficiency, and an enormous saving in the cost of artificial lighting.

A TARDY WARNING.

The admonition which has been sent out to all German citizens in this country, from the German Embassy at Washington, scrupulously to observe all American laws, comes late, but it is reassuring that it has come at last. If it had come earlier, we should have been spared the evidence of bomb plots, strike conspiracies and schemes for the destruction of munition factories, carried forward with the connivance of Boy-Ed, Von Papen, and other German officials and paid for by the German government. Coming so soon after the concessions in the matter of the submarine warfare on neutral ships, this admonition is a gratifying indication that the German government, whether from prudence or otherwise, intends to allay the irritation which Amer-

icans have felt over policies which were an offence against neutrality.

PILING UP THE COST.

The latest vote of credit, passed unanimously by the British House of Commons, adds about one and a half billion dollars to the appropriations for war expenditures by Great Britain, and brings the total up to nearly twelve billion dollars. When the war began, such prodigious expenditures would have been thought incredible. Huge as these war credits are, Premier Asquith stated that the credits previously voted would provide funds no later than June 2, and that the new credit would carry things along only until the middle of the first week of August. The war is now costing Great Britain almost \$24,000,000 daily, which is the highest rate yet reached. A part of this enormous war credit is accounted for by the necessity of making loans to certain of England's allies.

JUNE ST. NICHOLAS

—Ever since the Titanic disaster the United States government has maintained an iceberg patrol. Revenue cutters and scout cruisers of the regular navy are employed in the work. They patrol the Grand Banks for about three months, beginning in April or May. They have even tried to demolish icebergs by firing shells at them and succeeded in smashing off tons of ice at a time; although, of course, in the case of big icebergs it is not practicable to destroy them completely by gun fire. The patrol boats chart all of the bergs sighted and report by wireless to the government their location, the direction in which they are traveling, and their speed. The chief effort of the patrol service at present is to discover the most effective means of detecting the presence of icebergs at night or in a fog, and the various expedients devised are described, it is stated, in an article by H. M. Snevily to appear in the June St. Nicholas. One of the greatest dangers of icebergs hitherto, it is stated, has been that little or no change in the temperature of the air can be noted in time to veer the ship aside, if she is headed toward the berg at any considerable speed.

JUNE ATLANTIC

—The June Atlantic contains two extremely interesting essays, "Education as a Political Institution," by Bertrand Russell, and "The Deserted Temple," by Margaret Sherwood, which furnish constructive criticism of modern educational methods. Rare indeed are such intensive explorations of the field of personal recollection as "The Girl," by Katherine Keith. People will be divided in their estimate of the heroine; but there will be few who do not greet with delight her sure-handed portrayal of the experiences and sensations common to all childhood. An appreciation befitting the greatness of one of the Atlantic's most eminent contributors, Henry James, is provided by Helen Thomas Follett and Wilson Follett. The number also includes a collection of notable war articles and there is verse of distinctive quality by John Hay and George E. Woodberry.

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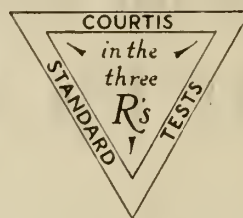
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JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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JUNE 1, 1916

A. E. WINSHIP, Editor

LOOKING ABOUT

BY A. E. WINSHIP

IN MAINE

The growth and evolution in Maine are as interesting and complete if not as swift as that of a state in the far West. There is never any reaction in Maine, which can be said of few of the newer states. Maine has no such booms as some states have, but she never has a panic, is never scared.

Maine has more varieties of civic personalities than has any other state in the Union, and each is as interesting as though it were an entire Commonwealth.

Portland, its chief city, is unrivaled in its class. It is the most important city of its size on the Atlantic Coast. Its harbor is the best. Its coast and foreign commerce are far beyond its size in tonnage and in importance. As a distributing point it is the most significant city in Northern New England. Its commercial hotels are better than in any New England city of twice its size. Its public buildings and commercial houses are surprisingly good. As a railroad centre it dominates Maine, the Maritime Provinces and much of New Hampshire. As a metropolis it has a large part of the population of the state as its commercial and social dependence. Everything to the south and west is hers, and she has the best of the immediate north and east doing her honor.

But her educational situation is really her glory. Superintendent DeForest H. Perkins has seen a transformation that would astonish any city in the country. Those who have not known Portland in the past four years will be slow to believe that it is building a high school plant costing three-fourths of a million dollars, and that another large one must be built at once in the recent addition in Deering, where the high school enrollment has more than doubled in four years, where the high school is already as large as the Central High School of Portland was four years ago. In every respect the schools of Portland have set a new pace, one of which Maine and all New England are proud.

Bangor's civic centre resulting from the terrible fire of a few years ago is second only to that of Springfield, Massachusetts, in all New England. The high school, city hall, post-office, park and public playground are attractive beyond description. Superintendent D. L. Wormwood came into leadership at a time when educational glory was inevitable and he has taken advantage of the possibilities.

The Lewiston-Auburn-Rumford district is the great manufacturing centre of the state with all the thrill of prosperity which such a statement implies.

The Saco-Biddeford centre and the Waterville-Skowhegan district are magnifying their special markets. Maine is appreciating more and more her responsibility for the development of her power and resources.

Her three notable rivers, the Androscoggin, the Kennebec and the Penobscot, are coming into their own commercially and industrially, and for hunting and fishing.

The lakes of Maine—Moosehead and the Rangeleys—are nowhere surpassed for comfort of climate or for opportunity for sport.

But the coast, with the islands off the coast, is the glory of Maine. Nowhere on the Atlantic or Pacific Coast has the United States any rival to the Coast of Maine.

Straighten out the coast line and it would connect the two Portlands more than 3,000 miles apart, and then snap San Francisco on the south or Vancouver on the north.

And there are lighthouses enough for watchful waiting at every other harbor on the Atlantic and the Pacific, and its shore mountains between the Penobscot and Mt. Desert—fifty miles—are more in number and in height than can be found everywhere else from Labrador to the Rio Grande.

Maine's sea-fish, river-fish and lake-fish, its shell-fish and sporting fish, its little fish and big fish, make a combination that may well challenge all America.

Its deer and bear, its moose and elk, its little game, big game and wing game bring thousands of sportsmen to her camps by lake and stream all through her forests.

Half as many people live in Maine incidentally as belong in Maine, and another half who belong in Maine do not live in Maine, so that if the Pine Tree State—the land of the pointed firs—had all the people who belong to her and are not of her, and all who are of her who do not belong to her, she would be twice as large as she is, or a state of a million and a half population.

Its white pine and yellow pine, its spruce, cedar and hemlock, its fir and balsam, its birch and beech have become exhaustless under its forestry regulations.

But that which chiefly interests the people whom I know in Maine is the honor Massachusetts has done her in the selection of her native son, the man who has done more for her rural schools than all his predecessors, to be the official leader of education in the Old Bay State. Twice before has Massachusetts invited Hon. Payson Smith to take charge of one of her state normal schools, once has one of her best cities sought

him as its superintendent, but now he is elected State Commissioner of Education at a salary more than four times as great as was ever paid any state superintendent of Maine, prior to Mr. Smith, and sixty per cent. greater than he has received in Maine.

Here is a clear case of the position seeking the man. Dr. Smith neither sought it nor was he

boosted or boomed for it by any one. The work achieved in Maine and the quiet, efficient way in which he had organized the forces that achieved it made him a marked man among all educators, and the Massachusetts State Board of Education without favoritism or prejudice was seeking the best man to organize and lead its forces, and it has found him.

WOMEN EDUCATORS

BY A. E. WINSHIP, EDITOR

KATE DOUGLAS WIGGIN'S BEST STORY

[Editorial.]

The best story the best woman American story writer ever wrote is "The Girl and the Kingdom: Learning to Teach."* It is the story of her own life in San Francisco in 1878. It is the best "Reading Circle" booklet we have ever seen. It is a booklet that every teacher in the world should read. It was written for the Los Angeles Teachers' Club and the proceeds will be used in part in the campaign to rid California of all adult illiteracy. Send twenty-five cents to the club at Trinity Building, Los Angeles, and get a copy.

She opened the first kindergarten beyond the Rocky Mountains. We knew well Mrs. Sarah B. Cooper and the other women who were behind the movement from 1883 onwards, and most of them were the patrons of the school as she began it. Here are a few of the wonderful ways in which she did things:—

"Buying and borrowing were my first two aids to fellowship. I bought my luncheon at a different bakery every day and my glass of milk at a different dairy. At each visit I talked, always casually, of the new kindergarten, and gave its date of opening, but never 'solicited' pupils. I bought pencils, crayons, and mucilage of the local stationers; brown paper and soap of the grocers; hammers and tacks of the hardware man. I borrowed many things, returned them soon, and thus gave my neighbors the satisfaction of being helpful. When I tried to borrow the local carpenter's saw he answered that he would rather come and do the job himself than lend his saw to a lady. The combination a lady and edged tools was something in his mind so humorous that I nervously changed the subject. (If he is still alive I am sure he is an Anti-Suffragist!) I was glad to display my schoolroom to an intelligent workman, and a half hour's explanation of the kindergarten occupations made the carpenter an enthusiastic convert. This gave me a new idea, and to each craftsman, in the vicinity, I showed the particular branch of kin-

dergarten handiwork that might appeal to him, whether laying of patterns, in separate sticks and tablets, weaving, drawing, rudimentary efforts at designing, folding and cutting of paper, or clay modeling.

"I had the great advantage of making all of my calls in shops, and thus I had not the unpleasant duty of visiting people's houses uninvited, nor the embarrassment of being treated as peddlers of patronage and good advice are apt to be treated. Besides, in many cases, the shops and homes (Heaven save the mark!) were under one roof, and children scuttled in and out, behind and under the counters and over the thresholds into the street. They were all agog with curiosity and so were the women. A mother does not have to be highly cultured to perceive the advantage of a place near by where she can send her four or five year olds free of charge and know that they are busy and happy for several hours a day."

Here is her description of her enthusiasm:—

"The kindergarten theory of education was on trial for its very life; the fame of Pestalozzi and Froebel seemed to my youthful vision to be in my keeping, and I had all the ardor of a neophyte. I simply stepped into a cockleshell and put out into an unknown ocean, where all manner of derelicts needed help and succor. The ocean was a life of which I had heretofore known nothing; miserable, overburdened, and sometimes criminal.

"My cockleshell managed to escape shipwreck, and took its frail place among the other craft that sailed in its company. I hardly saw or felt the safety of the harbor or the shore for three years, the three years out of my whole life the most wearying, the most heart-searching, the most discouraging, the most inspiring; also, I dare say, the best worth living.

"The neighborhood was enthusiastic in presenting its offspring at the altar of educational experiment, and we might have enrolled a hundred children had there been room. I was to have no assistant and we had provided seats only for forty-five, which prohibited a list of more than fifty at the outside. A convert to any inspiring idea being anxious to immolate herself on the first altar which comes in the path of duty, I carefully selected the children best calculated to show to the amazed public

*"The Girl and the Kingdom: Learning to Teach." Written by Kate Douglas Wiggin and presented to the Los Angeles City Teachers Club (Trinity Building) to create an Educational Fund for the Literacy Campaign of the California Federation of Women's Clubs.

the regenerating effects of the kindergarten method, and as a whole they were unsurpassed specimens of the class we hoped to benefit.

"Of the forty who were accepted the first morning, thirty appeared to be either indifferent or willing victims, while ten were quite the reverse. These screamed if the maternal hand were withdrawn, bawled if their hats were taken away, and bellowed if they were asked to sit down. This rebellion led to their being removed to the hall by their mothers, who spanked them vigorously every few minutes and returned them to me each time in a more unconquered state, with their lung power quite unimpaired and their views of the New Education still vague and distorted. As the mothers were uniformly ladies with ruffled hair, snapping eyes, high color and short temper, I could not understand the children's fear of me, a mild young thing 'in white,' but they evidently preferred the ills they knew. When the last mother led in the last freshly spanked child and said as she prepared to leave: 'Well, I suppose they might as well get used to you one time as another, so good-day, Miss, and God help you. I felt that my woes were greater than I could bear, for, as the door closed, several infants who had been quite calm began to howl in sympathy with their suffering brethren.

"Many days were spent in learning the unpronounceable names of my flock and in keeping them from murdering one another until Froebel's justly celebrated 'law of love' could be made a working proposition. It was some time before the babies could go down stairs in a line without precipitating one another head foremost by furtive kicks and punches. I placed an especially dependable boy at the head and tail of the line but accidentally overheard the tail boy tell the head that he'd lay him out flat if he got into the yard first, a threat that embarrassed a free and expeditious exit:—and all their relations to one another seemed at this time to be arranged on a broad basis of belligerence. But better days were coming, were indeed near at hand, and the children themselves brought them, they only needed to be shown how, but you may well guess that in the early days of what was afterwards to be known as 'The Kindergarten Movement on the Pacific Coast,' when the Girl and her Kingdom first came into active communication with each other, the question of discipline loomed rather large! Putting aside altogether the question of the efficiency, or the propriety, of corporal punishment in the public schools, it seems pretty clear that babies of four or five years

should be spanked by their parents if by any one; and that a teacher who cannot induce good behavior in children of that age, without spanking, has mistaken her vocation. However, it is against their principles for kindergartners to spank, slap, flog, shake or otherwise wrestle with their youthful charges, no matter how much they seem to need these instantaneous and sometimes very effectual methods of dissuasion at the moment.

"There are undoubtedly times when the old Adam (I don't know why it shouldn't be the Old Eve!) rises in one's still unregenerate heart, and one longs to take the 'low road' in discipline; but the 'high road' commonly leads one to the desired point without great delay and there is genuine satisfaction in finding that taking away his work from a child, or depriving him of the pleasure of helping his neighbors, is as great a punishment as a blow.

"You may say such ideal methods would not prevail with older boys and girls, and that may be true, for wrong development may have gone too far; but it is difficult to find a small child who is lazy or indifferent, or one who would welcome the loss of work; difficult also to find one who is not unhappy when deprived of the chance of service, seeing, as he does, his neighbors happily working together and joyfully helping others.

"There were more than a thousand visitors during the first year, a circumstance that greatly increased the nervous strain of teaching; for I had to train myself, as well as the children, to as absolute a state of unconsciousness as possible. I always jauntily described the visitors as 'fathers and mothers,' and told the children that there would soon be other schools like ours, and people just wanted to see how we sang, and played circle games, and modeled in clay, and learned arithmetic with building blocks and all the rest of it. I paid practically no attention to the visitors myself and they ordinarily were clever enough to understand the difficulties of the situation.

"Thirty-seven years have passed, but if I were a portrait painter I could reproduce on canvas every nose, eye, smile, hand, curl of hair, in that group. I often close my eyes to call up the picture, and almost every child falls into his old seat and answers to his right name."

We have selected parts of paragraphs from the first thirty pages, but we could not possibly mutilate the other twelve pages of pen pictures more charming than any she ever penned in fiction.



KATE DOUGLAS WIGGIN

The theory that education is getting ready for some future duty or privilege defeats its own professed purpose.—John Dewey.

THE MEANING OF TUSKEGEE—(VI)

BY W. J. BUTTON

On my arrival at Tuskegee Institute I went directly to the office of the principal. Dr. Washington was at this time absent on a notable lecture tour through some of the Southern states. I was, however, cordially received by his efficient secretary, and promptly put in the care of an assistant, a part of whose regular duties it is to act as guide to visitors. Strangers from all parts of the world come here all but daily, and every facility is afforded them for the inspection of the Institute.

Through the work of this institution there run two essential thoughts—distinct yet closely correlated—academic instruction and industrial training. The academic course has been constructed, from time to time, to meet the scholastic needs of this class of students, in connection with their industrial courses. It is a limited curriculum, but of sufficient range for the aims of the institution, as will be seen from a study of its work. The industries are of course the real life of the school and they are grouped in three departments, the School of Agriculture, the Department of Mechanical Industries, and the Industries for Girls. Each department has a separate building or group of buildings, with a separate director, and a corps of instructors.

The fame of Tuskegee's industrial instruction and activities is the chief magnet for most visitors. But with me the first interest was the academic department. I had formed some ideas of the problems of Tuskegee's teaching, and I was anxious to see these problems in process of solution.

Professor J. R. E. Lee, the director of academic instruction, gave me most hearty welcome, and immediately became interested in my mission. The director is a man of education and culture, of fine presence and attractive personality—evidently a man of strong character. His influence as administrator is seen and felt, at once and on every side. As an executive I should rate Professor Lee superior to most men I have seen in similar positions. He has a firm, steady grasp of his duties, and he dispatches business promptly and easily. He knows intimately all the conditions in the several sections of his department, the kind of instruction needed by students, and the kind of instruction they are receiving from their teachers.

Mr. Lee seems to be excellent proof of the wisdom of the principal of the institute in the choice of his leaders and co-workers. This is your conviction, for not here alone, but in every department you meet men and women who immediately impress you as the right people in the right places. For illustration, I was so much impressed with the manners and qualities of the treasurer of the institute that after an hour with him I was ready to say that with such a capable man as Mr. Logan at or near the helm, any worthy enterprise would succeed. Here is a business man of soundness and sagacity, of large

intelligence and great personal charm—a man of high and forceful character. As one of Tuskegee's most valuable assets I should without hesitation write down the treasurer of the Institute.

Back now to the Academy. Referring to his schedule of studies I remarked to Mr. Lee that recitations in English seemed to occur with great frequency. "Yes," he replied, "learning to use good English is a serious matter with us here. Many of our pupils come to us almost incapable of language expression. That is why there are so many teachers of English in our school. We must begin at the beginning with them and teach them the simple elements of speech. Gradually their minds unfold under the guidance of good teaching and language slowly develops. We measure the progress of our pupils by their increasing ability to express themselves in good English. It is a slow, continuous process, and hence you see that English here, like the poor, is always with us."

Mr. Lee made many discriminating inquiries as to the teaching of English in other schools and colleges. Finding that I had made some personal acquaintance with the methods of handling this subject in Northern institutions, he insisted that I should give his teachers the benefit of some of my observations; and in spite of my protest he summoned a meeting of his instructors. Promptly at the appointed hour some fifty or sixty assembled in one of the large classrooms, and in all my experience I have never faced a more earnest, intelligent body of men and women. Not a single phase of the subject escaped them, and at the end of the discussion I was overwhelmed with questions. These searching inquiries came from instructors well informed and experienced who sought to add to their stock of knowledge by drawing on the experience of others. Most of these teachers are graduates of excellent schools and colleges of high standing, but in their somewhat isolated situation they have not had, perhaps, many opportunities to learn directly of their fellow workers in other parts of the educational world. Their earnestness, their sincerity, their intelligence, their courtesy, all coupled with such eager desire to extend their outlook, greatly impressed me.

Similar modesty and simplicity, united with genuine worth, are in all branches of the Institute. For illustration, the director of the department of research, and experiment station, G. W. Carver, is so simple and unassuming that I was indeed surprised when I learned from others of the notable work he has already done, and is now doing, in the scientific cultivation of the soil; and of the distinguished position he holds among chemists and writers on agriculture. Some evidence of Professor Carver's activity, versatility and usefulness is suggested by the numerous printed bulletins prepared by him. These valuable documents are the result

of personal study, investigation and experiment, and cover a wide range of practical topics; such as, "When, What and How to Can and Preserve Fruits and Vegetables at Home," "A New Variety of Cotton," "Alfalfa," "A Study of Soils," "Help for Hard Times," etc.

His most recent Bulletin is an exceedingly interesting pamphlet of thirty-five pages explaining the nature and value of the peanut, how to grow it, and giving 105 simple, practical methods of preparing it for human consumption. Thus in many ways Professor Carver has added to the sum of human advancement, prosperity and happiness.

On the Sunday afternoon of my visit, Professor Carver delivered a most excellent and interesting address in the Institute Chapel to an audience of 1,600 or more students, on some of the practical problems of successful life on the farm. Here, indeed, is a rare man, a man of attainments and power, a cultured, interesting gentleman,—a pure-blooded Negro.

Under the conditions at Tuskegee a minimum curriculum in the academic department must give a maximum result in mental training. Much, therefore, depends upon the methods of instruction employed. This fact appears to be fully realized, for I found here some of the best teaching I have ever seen. The teachers at Tuskegee,—as well as our experts in pedagogy,—have discovered that the more the pupil does for himself, the swifter and surer is his progress. They have learned, too, that in self expression the pupil finds joy as well as strength and progress.

The most common fault in teaching—that of talking or lecturing to the students during the recitation hour—is, therefore, not in evidence in the classrooms of this institution. The temptation to tell the learner what he is struggling to work out for himself is put aside, and the teacher with extraordinary patience and skill trains the immature boy to think for himself, and to express himself as adequately as possible. In several classrooms I had an opportunity to witness the skilful manner in which the teacher led the weak and struggling pupil from the known to the unknown. In the recitation here the pupil is, as a matter of course, the prime factor. Indeed, nowhere at Tuskegee does the instructor make the mistake of doing the work which the pupil should do. The object of teaching here is not so much to impart instruction as to develop the faculties of the student himself. The pupil is not treated as a receptacle for facts, but he is educated by the continuous exercise of his own powers. The Tuskegee teacher has found from experience that boys and girls learn to think by trying to think, that they learn to express their thoughts by efforts of their own at expression—in short that they learn to do by doing.

"The development of power comes by induction, not by compulsion," and "There is no possession without expression,"—these two epigrams might well be written over the Tuskegee portals as her guiding educational principle.

Under the operation of this law Tuskegee is a great workshop, not only in field and factory, but also in the academic classroom. The institution is literally a hive of activity in which the industries are apportioned to meet the individual wants and to afford the necessity as well as the opportunity of individual development. Intelligent direction and leadership on the part of the instructors, unremitting application to tasks and duties on the part of students describe the educational routine of Tuskegee.

A HARVARD UNDERGRADUATE IN THE THIRTIES

[From the Diary of Edward Everett Hale, Edited with Comments by his Son, Edward E. Hale.]

[Harper's Magazine, April, 1916.]

Edward Everett Hale's college diary is printed for the first time in Harper's Magazine for April. From the young man's account of college life in these early days, one gathers that life in Cambridge was full of excitement and free from undue restraint.

Edward Everett Hale entered college at the age of thirteen. He had parts in the sophomore, junior, and senior exhibitions, won prizes for two Bowdoin dissertations, was one of the first eight elected to Phi Beta Kappa, and graduated second in the class. He was obviously one of the effective men of the class; he was at different times secretary of the I. O. H. (a sophomore society, which has now passed away, similar to the Institute of 1770), the Harvard Union, the Natural History Society, and the Davy Club, and he appears now and then going about to get men to play cricket or go sleigh-riding or such things. He was also one of the "literary men": poet of his year in the I. O. H., and class poet on graduation. In fact, a good "all-round" man, as he wished to be.

January 16, 1837—After reciting to Channing today walked down to the bridge with Donaldson. Came home and read some in Rev. Mr. Emerson's "Nature." It is an odd sort of book but I like it better than most everyone else seems to, though to be sure there is a good deal in it that I can't understand.

April 26—We recited in German for the first time to Professor Longfellow. The recitation, or rather the exercise, for we had had no lesson set before, was very easy.

May 17—After recitation in Latin today, I found a request on my desk that I would go to the president's study. I went and he informed me that I was reported to the Faculty for wearing a coat of an illegal color on Sunday. I had appeared last Sunday in a dark brown one.

July 18—This is the last day of our Sophomore year. During the year we have read the Alcestis of Euripides, the Oedipodes Tyrannus and Coloneus and the Antigone of Sophocles, besides the odes, satires, and epistles of Horace. I with a section of the class have read about half a dozen plays of Racine, as many of Molière, Fontaine's Fables and have begun the study of German. We have been over Whately's Logic and Rhetoric with Professor Channing, and Farrar's Calculus and part of his Mechanics with Professor Pierce. I for one am perfectly satisfied with my progress during the year.

August 31—Went out to Cambridge to hear the Boylston and Phi Beta Kappa speaking. Emerson's oration was not very good, but very transcendental.

September 18—At 11 a. m. went to Professor Longfellow's first lecture on Goethe's Faust. The lectures are

to be extemporaneous translations of the German with explanations; as he called it recitations in which he recites and we hear. He made a long introduction to the matter in hand very flowery and bombastical indeed, which appeared to me very much out of taste. I believe, however, that it was entirely extemporaneous and that he was carried away by the current of his thoughts. In fact he appears to say just what comes uppermost. The regular translation and explanation part of the lecture was very good.

September 22—Pretty busily engaged all day in writing forensic. At 11 a. m. went to Professor Longfellow's second lecture, which I liked a good deal better than the first.

October 17—At 11 o'clock I went down to the chapel and staid there most of the time till the exhibition was over. The performances were tolerable, perhaps as good as usual at an exhibition, but nothing more. I liked Jim Lowell's part better than any of the others. It was different from the ordinary routine of exhibition parts; consisting of a comparison of the fate of Homer during his life and after his death, giving a sketch of the way in which he was obliged to beg from house to house, and then contrasting it with his fame as the first epic poet of the world. . . .

Staid at the Foster's till about 3, when I came up into the yard and went with a number of other fellows in Howard's room. He had a part [in the exhibition] today and in conformity with established usage gave a blow to the class. Almost all the class were up there and staid till 3½ when we adjourned to Sams. Guild and Eliot's room where was another blow, they also having had parts. I staid there till about 4 and then left them all singing and enjoying themselves, drinking, etc., to go to the Fosters [where he had left his sisters, with whom he went in to Boston].

October 18—On conversing this morning with those who had been present at prayers, I found that there had been considerable noise. We soon learned today that the Faculty would take notice of this. They held meetings in the morning and the afternoon, the result of which was that in the early part of the afternoon A. and B. were sent off till the next commencement for intoxication, and C. and D. till the end of the term, "for entering the Chapel arm in arm, stamping, apparently excited by liquor." They also sent for Sams. Guild and Eliot and gave each of them a public for giving a blow without leave of the government. This made us very angry. Everybody acknowledged that A. and B. were drunk and deserved their fate accordingly, but it was universally agreed that C. and D. were not, and that their punishment like Guild and Eliot's was too severe. A class meeting was called for 7 in the evening. I went down, but after organizing itself the meeting adjourned to procure a fuller attendance at 8½. At this meeting nothing of importance was done. There were only thirty-six present, hardly a majority of the class, nevertheless it was voted a class meeting and we proceeded to business. After one or two preliminary resolutions, a resolution "that the class signify their disapprobation of the measures of the Faculty by stamping in prayers tomorrow morning" was put and negatived. A resolution that we signify disapprobation by smashing proctors' window was almost unanimously opposed. After various ineffectual resolutions, to adjourn till next Tuesday, sine die &c., it was voted to adjourn till the moderator should call the meeting together again.

October 19—On going to morning prayers found a

good many panes broken in Univ. window. There was a good deal of noise in Dr. Ware's recitation room, this morning, not at all connected with the prevailing fuss, but for nothing but fun, as we used to say at school. There were one or two apples and a lemon which were being thrown constantly from one side of the room to the other, to the imminent danger of the heads they happened to be aimed at; and all this was done without attracting Dr. Ware's particular notice, except once when Ellis, who was reciting, made an allusion to the circumstance. He spoke loud enough to be heard all over the room, but so quick that Dr. Ware could not understand him. He seemed to perceive that Ellis had said something he ought not tho' he did not know what. Poor old man, he is too old for such a situation. His eyesight is very poor so that he can't even tell who is present and who is absent. The other day when he called on Haven, I thought he called me and recited, when he called me, Haven recited. This has happened twice, once by a mistake of each of us. . . .

October 20—In the evening after supper I went into Hayward's room, where I staid till 8. About 7½ heard a tremendous explosion which I thought was a pump blown up, as one or two were last term. In the morning, however, I found that either by this, or a later explosion which I did not hear, was made by a torpedo put on the sill of one of the windows of University Hall. It smashed in the sash so as to make four squares into one and broke several other panes of glass.

October 26—I was very much surprised this evening just before six to see Fullum enter. He came out to get information of the state of things here. They had heard in town of last night's explosion, and had supposed that there was a row going on here. The fact is that there has been an explosion or two almost every night since last Friday. Yesterday morning the President read us the vote of the Faculty, that those suspected of explosions should be Grand Juryized next December, if a confession was not previously made. After this, the exploders showed their contempt of it by a louder blow than ever, last night. It is reported that there is to be a patrol tonight. The secret of the exploders is very well kept. I doubt if the Faculty suspect one person any more than another. . . .

November 29—It appears that X. of our class has confessed all he had to do with the explosion on condition that he shall not be dishonorably expelled. Y. unwilling to testify has demanded leave to take up his connexions which was refused, i. e. he cannot depart honorably. . . .

February 2, 1838—I should have mentioned at the beginning of today's entry, but it slipped my mind at the moment I was writing, that when we went to prayers this morning we found the chapel in great confusion, owing to the explosion of a bomb placed in front of the pulpit. The windows were all broken, almost every pane of glass being destroyed, the front of the high platform on which the pulpit stands was blown in, the plastering broken in several places where pieces of the shell had entered, woodwork of pews, window panes and seats hurt in some places, the clock injured, part of the curtain inside of the pulpit torn away, and a couple of inscriptions in immense letters on the wall to this effect "A bone for old Quin [President Quincy] to pick." Nobody appears to have any suspicion who did it, and everybody manifests great indignation; it is going rather too far for a joke.

February 6—We had the meeting of undergraduates today at noon and passed two or three resolutions expressing disapprobation [of the explosions] and voted to publish the resolutions in the Boston papers. . . .

BEFORE 9 A. M.

BY A. A. WETTER

Wendell Phillips High School, Chicago

Author of "Great Educators"

"Good morning, Miss W——."

"Good morning, Charles."

"Miss W——, will you help me with this translation?"

"May I be allowed to take off my coat and hat first?"

And Charles, "honteux et confus" like the crow in the fable, takes his seat, one eye, however, on my movements. And as soon as I am seated, even before I have unlocked all the drawers in my desk, Charles is at my side. While I help him out of his difficulties, three others gather around me.

"Will you sign my note to the library?"

I look for my stamp and sign the note.

"Have I time enough to go over to the school store before the tardy bell rings?"

"You had better write a note, to make sure."

Joseph writes a note and I sign it.

By this time, half a dozen are around my desk. Rose, with a frown on her forehead and a grammar in her hand, cannot find the subject in a certain sentence. I help her find it and already the next searcher for truth is upon me.

"Miss W—— please punctuate this sentence for me. I don't know whether to put a comma or a period there!" After that's done, Jim strolls up with his hands in his pockets:—

"Miss W——, have I time to go down to the gym before the tardy bell rings?"

"Yes, go and don't bother me."

Behind Jim stands a girl, shy, pretty, timid:—

"Miss W——, I wore my new spring hat to school, and I'd just love to have you see it and tell me what you think of it."

"Bring it in."

And I admire it dutifully and tell her it is the most becoming hat she ever wore!

During the hat period, a dispute had arisen between two of the girls, and with flushed cheeks they come to my desk.

"Miss W——, will you settle this argument? Margaret says the pope is pope for only the people in Italy, and I say he is pope for all the Catholics in the world. Now, who is right?"

I settled the argument, but Margaret does not seem convinced.

A volume of Shakespeare is thrust under my nose.

"Miss W——, won't you please read this paragraph and find out for me where it says something of Caesar's ancestors? I cannot find anything about them in it."

I read it over once, but only after the second perusal am I able to find the well-hidden allusion.

An algebra is laid on my desk.

"What does x equal here?"

"Go and find out for yourself!"

I begin to feel worn out, and all that before my real work has begun.

"May I go home after the seventh period today? Please, Miss W——."

"Why?"

"My mother is sick and she wants me to come home early."

"All right, but don't ask me any more this quarter."

A freshman in knee pants, a dirty scrap of paper in his hand, is standing beside me. (He does not belong to me, as I have a senior room.)

"Please, where is this?"

I look at the scrap in his hand and see the word "Rhone." So I pull down the map hanging on the wall and make him follow the course of the Rhone from the Swiss mountains to the south of France. But he has another word on that dirty paper: Havre. So we travel back to the north of France; then down to southern Spain, because my young geographer wanted to have a look at Gibraltar.

By this time the tardy bell had rung and I breathed a sigh of relief, for that is the signal for them to settle down in their seats and study before passing to their respective recitation rooms. For two minutes I was able to attend to my attendance book in peace, when up bobbed a lanky girl with a worried expression in her face. And this is the straw that broke the camel's back.

"What do you want, Mildred?"

"We have to write a theme on how to wash dishes. I don't know what to say."

Now, I don't mind admiring spring hats, or finding the Orinoco river on the map, or punctuating a sentence, or settling disputes about the pope, nor any of the thousand and one other things that are expected of us in a schoolroom; but I draw the line at knowing all about dishwashing, and correct dishwashing, at that; dishwashing that is dishwashing. However, as these innocent pupils of ours think we know everything, I did not want to distort their illusion; so I tried to look very much impressed and said in very earnest tones:—

"Well, I should say that the glasses should be washed first, and the pots and kettles last."

I fervently hoped that she would hop joyously back to her seat, happy to have received such an enormous amount of information. But alas! she only looked a little more worried.

"I said all that, but how about the silver and the dishes?"

"Oh," I said, "That's easy, just say that the silver is washed after the glasses and the dishes before the pots and kettles, and to take clean hot water very often and rinse everything well. And now go and sit down."

She went back to her seat very slowly, exceedingly slowly, pondering over, I don't know what. I could not tell her more than I knew myself, could I?

Just then the 9 o'clock passing bell rang and my work began.

And there are people who say a teacher's work is just play.

CONNECTING LITERATURE WITH LIFE

BY ALICE REYNOLDS

Brigham Young University

The question so far as the teacher is concerned is a question of transfer. Things comparatively trivial and matters of great moment all come in for a share of consideration. Matters of good form, in good society are to be found from *Clarissa Harlowe* to "*Silas Lapham*," helpful hints all the way—things that were best to do or best not to do. Our business as teachers is to give wise emphasis to proper things, and put them over into active life, never losing sight of the fact that we are teaching literature.

We may have at hand matters of great concern, perchance a thought of creating sympathy. We may wish to give to persons of pronounced northern sympathy, sympathy for the southern point of view. Because literature grips the feelings as no intellectual analysis can do, popular novels such as "*Queed*" and "*The Clansman*" should do service in such a cause.

Again we may desire to create sympathy for that which forms no part of our national tradition, not with the idea of threatening our democratic ideas, but in order that we may develop sympathy for the point of view of others. I speak with some earnestness on this matter because the recent visit of the Marquis and Marchioness of Aberdeen disclosed the fact that there are persons who believe that a decent respect for others somehow compromises patriotism and devotion to the democratic institutions. The introduction to the "*Idylls of the King*" should help to develop international patriotism.

Social and industrial problems today vex society much. Modern fiction and modern drama have exploited these vast complex problems from many sides. Both the classes and the masses are seeking to be understood. A few persons will obtain information on these subjects from courses in sociology, but the multitude will get it from the current novel and the current drama.

A notable service of literature to life is the expanding of the horizon, the giving of vision and spiritual breadth. To know Hawthorne in his entirety is to know the Puritan, to know Tennyson is to know England, to know Browning is to know Italy and to know Goethe is to know Germany, for these writers give us distinctive atmosphere.

We regret that nineteenth century literature is quite generally regarded as pessimistic in its outlook on life. A very well-known lecturer on literary topics has told us that the poets of the nineteenth century were all telling us how sad they were, and that the novelists were all telling us how sad all the people were. Senator Henry Cabot Lodge in his address at the dedication of the Widener library, at Harvard University, last June, said: "We must have libraries to which we may repair from the turmoil of life, never more in anguish than at the present time."

Still we have optimists. Let us not neglect in this hour of pessimism to lead our students to the splendid optimism of Whitman and Brown-

ing; "for as the breath of spring is contagious so is the spirit of song. There may be times when the "faith of honest doubt" is best, but there are certainly times when the fuller glow is best—even that certain glow found in such a masterpiece as the book of Job.

Through literature we are enabled to understand life here and now; through literature we catch a glimpse of the city celestial.

VACATION BOYS' AND GIRLS' CLUB WORK

BY J. H. BEVERIDGE

Superintendent, Council Bluffs, Iowa

[Address at the Detroit Meeting.]

For the most part vacation club work for boys and girls has been a county project rather than a city activity. A middle-western city school district, usually called an Independent School District, often embraces a large amount of territory that may be used for agricultural purposes and other activities of a similar nature. It aims to teach better methods of agriculture and home economics. The work may be extended so as to include almost every home activity which is of interest to boys and girls; and it finds its best support through the Extension Departments of the Agricultural Colleges working in conjunction with the public schools.

In the state of Iowa during the past year eighteen different activities were more or less encouraged by the Extension Department of the Iowa Agricultural Colleges. These activities are as follows:—

Acre of Corn Club, Garden and Canning (Tomato) Club, Poultry Club, Potato Club, Gardening Club (1 sq. rd.), Cooking Club, Sewing Club, Manual Training Club, Canning and Marketing Club, Grain and Seed Club, Baby Beef Club, Baby Pork Club, Bee Club, Home Work and Play Club, Farmer Boy Club, Home Girl Club, Father and Son Corn Club, Home Work—School Credit Club.

The purposes of such work are:—

To provide wholesome activities for boys and girls during the long vacation period that will supplement the regular school work so as to reinforce principles already learned in the school and to learn other things seldom thought of or considered in schoolroom activities.

To socialize education. Most progressive educators believe that the school work should be closely associated "with the actual life and interest of the pupil and also with his future life as a working member of society." Vacation club work furnishes ample opportunity for socializing education. In summer gardening the child comes to understand the value of soil, the principles of plant growth and the beauty of flowers. He learns to appreciate something of the relationship existing between himself and his environment. The girl sees something real in sewing, in cooking and in canning. When the boy cultivates his own garden, feeds and cares for his own animals, makes and spends his own money, he reacts to the real situation in life.

To teach the boys and girls industry, thrift,

economy, persistence and application to things that are worth while.

To motivate effort. The boy is given an opportunity to enroll in that particular activity in which he has, for some reason, become interested. He is encouraged to compete with others on an equal footing and is encouraged to produce the best product possible. He sees, in the concrete, some material reward which he may attain through his efforts.

To encourage children to look forward to that which ought to be in education. The thing that ought to be is that which draws us on beyond the thing that is, to the higher ideal. It encourages the children to look forward toward better training, higher institutions of learning. Especially in the garden work, children are encouraged to make waste places not only useful but at the same time beautiful. It furnishes children profitable recreation.

E. C. Bishop of the Extension Department of the Agricultural College of Ames, Iowa, was asked to visit the Council Bluffs schools and give short talks in the various school districts, relative to boys' and girls' club work as carried on in the state and how this work might be carried on in the city. The principals of the several schools and members of the parent-teachers organization followed up this work, by presenting the matter to the pupils from various standpoints, encouraging the children to enroll in such clubs as they might be interested in, always with this precaution, that pupils should enroll only when they were sure they had the continuity of purpose to stick to the undertaking to the end. It was thought best to undertake the work in only eight of the eighteen different clubs suggested by the Agricultural Colleges, as follows:—

Vegetable and flower gardening, canning, cooking, serving, poultry, baby pork, acre of corn, manual training.

Through the expert the high school teacher of agriculture employed for that purpose and through the assistance of the teachers and parents interested in the work, it was possible to have instruction given in every activity undertaken. The instructor in domestic art in the grade school was employed by the Mothers' Clubs of the city to give instruction in sewing to such girls enrolled in sewing as had had no particular instruction in school in this work.

We were fortunate in securing the services of a capable and experienced man to supervise the club work—one who had had previous experience in county club work. But in securing him it was necessary for the city to extend the work

of the Acre of Corn Club contest over the county. One advantage of this endeavor was slight financial aid secured from the government. The Board of Education gave \$250 for the support of the work. The remainder of the funds were secured through the energy and activity of the Mothers' Clubs and the administrative department of the public school, principally through two endeavors—the May festival and a high class musical. The receipts of these two entertainments were about \$1,600.

An executive board for carrying forward the club work was formed. This board consisted of the superintendent of city schools, one member from the Board of Education and three representatives from the Parent-Teachers' Association.

Every child was required to keep account of time spent in the activity in which he was engaged, the money spent for all purposes, his amount of sales, gain or loss entailed. Record books were prepared for this purpose and provided without expense to the child, by the executive board.

Two exhibits of work done by the children were held, one, the exhibit of garden products, was held in June, and the general exhibit, representing all departments of club work, was held in September.

At the first exhibit one hundred and three different children exhibited products. At the September exhibit 784 different children had one or more products on exhibit. There were over three thousand exhibits. The value of products produced during the summer was slightly over five thousand dollars. At the September exhibit cash prizes were given amounting to \$140, but this did not include the expense of thirteen short courses to the Iowa Agricultural Colleges, and a trip to the Panama Exhibition won by a boy in the Acre of Corn contest.

The September exhibit was held in the large City Auditorium. Booths were built by each school after a design made by the mothers' club of each school district. The outer space was reserved for the exhibits of life stock, and here pigs, poultry, pigeons, geese, rabbits, etc., were exhibited. Six thousand people attended the exhibition.

It cost the Federated Parent-Teachers Association \$326 to hold this exhibit. The worth cannot be measured, for co-operation secured, the interest awakened, the enthusiasm for better things made manifest, the intellectual and spiritual uplift stimulated are not measurable quantities.

In years, as measured by the calendar, Booker T. Washington's life was brief indeed. He did not live out man's allotted time on earth. In that brief life, however, he traveled the long journey which marks the distance between the birth of a slave boy and the death of an acknowledged leader of his race, of an educator of international fame, and of a benefactor of mankind. Measured by deeds of heroic self-sacrificing service for others, his life is limitless in its length and breadth and depth.—Dr. O. T. Corson at Detroit, February, 1916.

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"AT SCHOOL IN THE PROMISED LAND"*

Readers of the *Journal of Education* appreciate our enthusiasm over Mary Antin's great patriotic tribute to America in "The Promised Land," and they hardly need be told that we are most happy to announce that the publishers have selected all the passages in that book which have to do with her school life in America. It is really much more satisfactory in many respects than the larger book because it keeps one's mind closely concentrated upon that phase of her American life which is of highest significance.

We cannot recall any book which captivated us quite so completely as did her "The Promised Land," and these features of it seem more fascinating now than did the original story of her life. It seems as though all that captured us there is here.

We cannot see how any American teacher can afford not to own this book and read it and re-read it.

It should certainly be in every reading circle list, should be in every school library, should be required reading in every normal school and training school, and in the English course of every college, high school and academy.

No language can over-state its value pedagogically, psychologically, patriotically.

*Antin's "At School in the Promised Land." Riverside Literature Series. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 104 pp. Price, 25 cents.

THE NATIONAL KINDERGARTEN ASSOCIATION

The many ways in which the work of extending the kindergarten can be aided through an external agency is illustrated by the report for 1915 of the National Kindergarten Association, of which Dr. John Dewey of Columbia University is president.

The object of this association is "to have the kindergarten established in every public school." To this end, during the past year, it has helped to support three demonstration kindergarten classes in Bellevue, Pa., Hindman, Ky., and Rock Hill, S. C. It is expected that at the beginning of the next school year these classes will be continued, and supported entirely by local funds.

Another practical means which the association has utilized for securing kindergarten training for little children who do not now have it has been the continuance of its field work in California in connection with the state law which provides for the opening of kindergartens on petition of parents. Through lectures, correspondence and personal visits the special field secretary of the association has continued to make known to parents throughout the state the value of the opportunity which the law makes possible for their children. As a result, many of them have signed the necessary petitions, and the number of kindergartens has grown from 197, in 1914, to 385 in 1916.

As a result of this field work in California kindergarten instruction has been secured during the year for about 3,500 children. This has involved an approximate expenditure of \$70,000 on the part of local school boards.

The success of the California law has marked out a clear line of action for having the kindergarten established in every public school, and the association has consequently endeavored to arouse interest in this new type of legislation throughout the country. Interested persons in New York, Arkansas, Texas, Kansas, New Jersey and Virginia are already alive to the advantages of this kind of work for the children of their states, and efforts are being made to bring about such changes in their kindergarten laws as will make it easy to open kindergartens when parents express a desire for this training for their children.

To have in available form information which will be helpful to persons interested in initiating or improving kindergarten legislation, a circular has been prepared in co-operation with the Kindergarten Division of the Bureau of Education, covering a short analysis of the successful mandatory legislation of California, an outline of a model kindergarten bill, successive steps in legislative work, facts about the kindergarten which legislators may wish to know, and a list of bulletins and circulars for use in legislative campaigns.

In order further to facilitate legislative work, the provisions of all the state laws relating to kindergartens have also been tabulated. It is

believed that this information will be of valuable assistance to workers throughout the country, not only in showing the comparative standing of each state as regards kindergarten legislation, but in affording suggestions which one state may well borrow from another. To make this information as helpful as possible, the number of kindergartens in each state has been included with the state law.

Believing that the present period in the growth of the kindergarten is one of standardization as well as extension, the association has co-operated with the Kindergarten Division of the Bureau of Education and a Committee of the International Kindergarten Union in making a comparative study of kindergarten training schools throughout the country. This study is embodied in a report published by the Bureau of Education, the purpose of which is to afford a basis for comparison to school administrators who wish to know the training schools that provide the best teachers, and to prospective students who would like to know where good training may be secured; and to provide an incentive to inferior training schools to improve their courses.

TO GET THE MOST AT THE N. E. A.

If you will notify New Yorkers in advance what you most want to see—and when,—guides will be furnished to economize your time in seeing school buildings; model flats; infant milk stations; playgrounds; summer roof gardens; school results and methods; budget making; industrial processes; Ellis Island; night court; domestic relations court; newspaper offices; seaside resorts; hospitals; fresh-air homes; city departments; municipal art; field training for public service, etc.

In general for assistance specifically fitted to you or your neighbors, address John R. Young, Convention Bureau, Woolworth Building, New York City.

For special assistance in matters pertaining to public service, address N. E. A. Committee, Institute for Public Service, 51 Chambers Street, New York City.

NEWEST NEW BUILDING

No one builds the old type of buildings any more. All school buildings now being erected are new, but Sacramento, under the lead of Superintendent Charles C. Hughes, has the newest of the new schoolhouses.

We have seen nothing elsewhere to compare with it for a moment.

It is absolutely fireproof, built of solid concrete, and stands as a monument to the most efficient skill in school architecture. Its keynote is simplicity and unity, the unit being the classroom. Each classroom is arranged upon the most modern plans. It is twenty-three by twenty-nine feet, entirely open with cottage windows on one side, and on the opposite side high transoms which open into a wide, open hallway, thus giving a sweep of fresh air through the room at all times.

Every classroom in the building faces the east in order to give it sunlight, protecting it at the same time from the heat and glare of the south and west exposures.

Each room has a separate hat room for boys and girls.

In each of these is an individual toilet to prevent the congregation of children in the general toilets during recitation and study periods.

There are twenty-four of these rooms—that is to say, the unit was multiplied twenty-four times, thus building the structure from the inside, for efficiency and usefulness.

Spacious concrete floored hallways with tiled walls add dignity and beauty to the building.

The assembly hall on the ground floor, with seating capacity for 1,200, adds greatly to the activities of the school, affording a social centre and meeting place for the patrons of the school.

The splendidly arranged wing for manual training and domestic training, with its complete cottage and sewing room, deserves mention.

There is a laboratory for general science, a separate room for drawing, a hospital for boys and one for girls, numerous bathrooms and shower baths for each sex, a commodious branch library, in which will be placed one of the assistants of the city library, where the children can come in close contact with books and receive training in their use. The building has no basement, the children coming almost direct from the yard into the first floor, thus saving the climbing of one stairway.

All the activities usually placed in the basement are left to the roof garden, in which can be carried on the gymnasium work and the physical training exercises, no matter what the weather may be outside.

It is planned to use every inch of this building all the time.

It is equipped so it can be brilliantly lighted at night for evening work.

N. E. A. BREAKFASTS

The Institute for Public Service, 51 Chambers street, New York City, is largely responsible for the arrangements by thirty New York men principals for breakfasts on July 4, 5, 6, 7. No speeches, but vital questions and crisp answers about educational affairs in New York City or anywhere else in America.

These breakfasts will be invaluable professionally and highly enjoyable personally.

Never before have school principals planned anything quite so desirable and delightful.

Write at once to Institute for Public Service, 51 Chambers Street, New York City, for place and price of tickets. Don't fail to be at one of the breakfasts.

Union Theological Seminary, Presbyterian, has received a gift of \$1,800,000, donor unannounced.

New York City has a Francis W. Parker public school.

WALDORF-ASTORIA LUNCHEON

One of the best functions of the N. E. A. week will be the Waldorf-Astoria luncheon in honor of President D. B. Johnson.

If you have not reserved your luncheon ticket for the Waldorf-Astoria write to O. M. Plummer, North Portland, Oregon, at once. It will be one of the biggest features of the meeting and anyone can come. Luncheon ticket only \$2.

NEBRASKA FARMERS

State Superintendent A. O. Thomas of Nebraska has certainly lined up the farmers for educational devotion to rural life in an unprecedented way. The Granges are passing resolutions requesting the state superintendent to call a convention of county superintendents and one delegate from each rural school district to be selected by the school board to decide upon a definite plan of action in arousing public sentiment. This is heroic surely. Never before has there been attempted a state gathering with one lay representative from each rural school district in a state.

This is the first great step toward emphasizing our contention that the local school district should be the civic unit in all public affairs. You will solve no civic problem on any other basis. You can poultice for surface irritation in some other way, but you can solve no rural problem in any other way.

CONSOLIDATION OF RURAL SCHOOLS

The United States Bureau of Education has rendered the cause of education inestimable service through the study, and the publication of the study of A. C. Monahan on "The Consolidation of Rural Schools and Transportation of Pupils at Public Expense."

No one should plan a campaign for consolidation, or attempt to administer a consolidated district, or write or speak upon this subject without making himself the master of this Bulletin, 1914, Number 30.

Historically, administratively, educationally it is invaluable.

STANFORD PROFESSORS

President Ray Lyman Wilber of Stanford University makes a gratifying announcement of virtual increase in salaries. It is a somewhat unusual classification. It will be possible for every professor to receive at least the minimum salary as fixed by the board two years ago as the ultimate aim of the university. Minimum and maximum salaries have been granted as follows: Instructor, \$1,200 to \$1,800 a year; assistant professor, \$2,000 to \$2,500 a year; associate professor, \$2,750 to \$3,250 a year; full professor, \$3,500 to \$4,000 a year; pre-eminent professor, \$4,250 to \$6,000 a year.

AN ERIE INCIDENT

The schools of Erie, Pennsylvania, are doing many original and inspirational things educationally.

A few weeks ago John Masefield, the English poet, appeared in Erie, and before his arrival the teacher of English asked the students to memorize his poem, "Sea Fever." One of the young ladies, Miss Gladys Ottaway, set the poem to music, and one of her classmates, Miss Faith McCormick, sang the composition before the class and also at the night of Mr. Masefield's lecture.

The performance was received with great applause. Mr. Masefield was much pleased and asked each of the girls to write in his autograph album. It was an event which thrilled the audience more than anything else that has occurred in the city in a long time.

Many schools have talent which could be utilized to great advantage in some such way.

A PLAYGROUND PROPHECY

In 1901 we printed the following editorial note:—

The next great movement in the interest of children is to be a crusade for playgrounds. The agitation will continue until there are adequate, well-equipped and well-superintended playgrounds in every needy section of every large city.

We were well ahead of the procession then, but we kept up the agitation until we saw great results. The editor was a charter member of the original Playground Association and was on the executive committee for many years until great things had been achieved.

Vocational guidance, one of the great features of education today, owes everything to Meyer Bloomfield and to Boston for making his demonstration possible. Rarely has any new thing in education been absolutely a one-man affair and a one-city affair, in its demonstration as in this case.

Departmental teaching above the sixth grade is now so uniformly adopted that the wonder is that there was any opposition to its introduction, and yet conservatism was never more conscientious than in this opposition.

Apparently Superintendent Cole of Denver has all the triumphs available. Sudden changes have happened before but it looks like permanency for the success of Cole of Denver.

H. B. Wilson, Topeka, well says that if school work is to function in the life of a pupil, subject-matter and method must in themselves be worth while and significant.

There is a wealth of educational material in New York City outside of the N. E. A. meetings. Get the most of the best of what you want.

It is really surprising to see how universal is the "bubbling fountain" in city schools when one realizes how recent was its introduction.

The school enrollment in Los Angeles has increased 170 per cent. in ten years, from 34,236 in 1904-1905 to 92,628 in 1914-1915.

EDUCATORS PERSONALLY

As one approaches the most vigorous cities in new sections of the country he often sees a huge sign, "Watch Us Grow!"

We could but think of that sign as we called at the attractive new building of the World Book Company on Prairie Avenue in Chicago near the new buildings of the American Book Company, Ginn & Company and Charles E. Merrill Company.

Caspar W. Hodgson, who makes the World Book Company famous, is one of the men whom

Heath and I stayed together in a more quiet "looking about." One evening he confided to me the fact that he wanted some one to represent his house in California but that he did not care to establish an office or assume a salary. It resulted in my having Hodgson come to San Francisco and arrange to do what he could at \$5 a day and expenses and continue his course at the University. He stayed with the house until he had built up a business from almost nothing to more than \$100,000.



THE HOUSE OF APPLIED KNOWLEDGE

At 2126 Prairie Avenue, Chicago; the new western home of the World Book Company, publishers, of Yonkers-on-Hudson (N. Y.), Chicago, Dallas, Atlanta, and Manila

we have seen grow, and in few experiences have we greater satisfaction than in our acquaintance with Mr. Hodgson in the last twenty-eight years. He was an intensely kind schoolmaster in Pasadena in the days when Will S. Monroe was superintendent. But he was a hustler. He was a young man to "put things over." It made no difference what good thing was on the docket, Caspar was boosting it to the end of the limit.

It took some grit for the young man to throw up a job of which he was the master with promotion to Los Angeles absolutely assured, but he did it and went to Stanford University almost literally to work his way through.

I was in San Francisco at one time when both Mr. Ginn and Mr. Heath were there. Mr. Ginn was doing the coast in royal fashion, but Mr.

Some years later, Edgar O. Silver, of Silver, Burdett & Company, at a meeting of the Department of Superintendence in Chicago consulted me about their finding a young man to come into their business, and in three days they had arranged with Mr. Hodgson to come with them, and the fabulous orders secured by him for them in the Philippines are matters of common knowledge among publishers.

It was his capture of those islands which led him to dare as few young men have dared in the last fifteen years to launch an entirely new business which has grown to unprecedented proportion. He has held his lead in the Philippines and has developed other lines as ingenious as they are original.

His place at Yonkers-on-the-Hudson, where

the editorial offices of the World Book Company are located, is as attractive as any that an artist can boast along the banks of the Hudson and in July it will be as much of a Mecca as any place for the teachers to visit.

Mr. Hodgson has gathered about him a score of devoted young men who have caught the inspiration and purpose of the founder of the house and are determined to make the institution roll on down time.

The new home of the World Book Company in Chicago is but another evidence of the growth of the business that is scarcely a dozen years old.

NEWTON HIGH SCHOOLS

BY MARY A. LASELLE
Newton, Mass.

Although the Newton Vocational School is young, the Newton schools have had a significant place among educators for a number of years. Formerly pupils all entered the city's excellent classical high school, where they remained one, two, three or four years, according to their mental aptitudes and the financial condition of their parents. Contrary to the usual impression, that young people wish to leave school at the earliest permissible moment, there has been manifest a great desire on the part of most of the Newton boys and girls to remain in school as long as possible; a desire that was pathetic on the part of some pupils for whom the training of the ordinary high school,—even the best type of high school,—developed restlessness and a spirit of revolt against the mode of life of their fathers and mothers, while offering no special training that enabled them to go out into life well-fitted either to improve home conditions or to enter upon any but low-grade employment—blind-alley occupations.

Let us visualize the condition of educational matters in Newton ten years ago. Here was a wealthy city in which, judged by the educational standards of those days, the provisions for the education of the children of the city were superior. Had not the Newton schools received gold medals from two World's Fairs for the best work in drawing and design? And did not the Newton boys and girls who entered Harvard and Wellesley and other colleges maintain a high rank, both in athletics and scholarship? These were the questions asked Superintendent of Schools Dr. F. E. Spaulding, when he faced his school board quietly with the bold statement that the City of Newton was not doing its duty by a certain percentage of its young people. In reply to these questions, the wise and far-sighted superintendent produced statistics, compiled from a school census just completed, which proved conclusively that outside of a group destined from birth for college, not a large percentage of the young people who entered the high school so hopefully remained until the end of the four years' course. In fact, some of the so-called "unscholarly" pupils became discouraged and dropped out before completing the first year. And of those of this class who doggedly hung on, until the long worked-for

diploma was attained, only a very small number of boys were trained to enter upon a vocation that could be considered satisfactory from any point of view, while the majority of the girls, with the exception of a certain group from the commercial course, left this fine high school unfitted to enter upon any wage-earning employment and with little knowledge or skill that would enable them to make of their home a pleasant and healthful abode. Seeing is believing, and these cold black and white charts which Superintendent Spaulding had hung in his office started warm currents of life into action, and with a change of policy, which at first startled the conservative type of New Englander, a technical high school, costing with its grounds and equipment about a half of a million dollars, was erected upon a magnificent estate of twenty-five acres, exactly in the geographical centre of the city—as the resolve was made by the school board that, if, the thing were to be done, it should be done thoroughly.

When one high school building accommodating one thousand young people is housing satisfactorily the secondary pupils of a city of normal growth, it is somewhat hazardous to erect another building also capable of accommodating a thousand pupils; and there was amazement throughout the city recently, when, at the end of six years in the new building, it has been found that the school has outgrown even these spacious quarters.

Where have the pupils come from? Before we answer this question, we must return to our superintendent, for in his hands was the key that unlocked the door of opportunity. It was the firm belief of Dr. Spaulding—a belief with which he managed to inspire every member of his school board and corps of teachers—that schools are organized for the best development of children, and for that purpose only. That is, he believed that a child should be in the kind of school that would bring to fullest life the spirit that was in him. He saw that thousands of children, in fact, whole generations of children, passed through the twelve years of school life with only a small part of their mental powers awakened, and that this condition is largely due to the fact that they are in the wrong school environment. He saw, also, that much of the work of the ordinary school is stupid for certain types of children, and that, quite naturally, such work produces dull children for whom anything like original thought is almost impossible; children who are destitute of any power of initiative; children who make the men and women who think what they are told to think; say what tens of thousands of others have said: do what everyone else is doing; in a word, persons whose power of accurate observation and of logical reasoning is non-existent, and who, moreover, have never been trained in any processes of skilled work. That every city, town and hamlet in this and in every other country has a certain percentage—sometimes a large percentage—of such passive minds, and untrained hands, does not

alter the fact that progress, true economic and national power, and a development of the tremendously big idea of human brotherhood which is just forcing its way as by a spear tipped with flame into the minds of an increasingly large number of persons, depend upon the thinkers and the skilled workers in any community. It is quite evident that to be a thinker and a worker one must be trained in right methods and habits of thought and of work and that this demands interest, attention, and concentration of the right kind. Every intelligent person is perfectly aware of this fact, and yet so heavy is the weight of conservatism, inertia and cowardice, that until recently practically one type of public school has been the only type in which all pupils were moulded, and in this kind of school the lacklustre eyes and dawdling habits of study of many pupils revealed the recognition even on the part of the children of the futility of a large amount of the routine school work to arouse their minds to anything like independent power of thought, while no attempt whatsoever has been made to give them a degree of technical skill that would enable them to earn a satisfactory living and thus to take an honorable place in the community.—Booklet.

WILLIAM COE COLLAR

BY FREDERIC ALLISON TUPPER
Brighton High School, Boston

William Coe Collar was born at Ashford, Connecticut, September 11, 1833, died February 27, 1916. He received the degree of A. B. at Amherst in 1859; A. M. from the same college in 1864; honorary A. M. from Harvard, 1870; L. H. D. from Amherst, 1901. His career as a schoolmaster is as follows: Master, Roxbury Latin School (Boston, Mass.) 1857-1867; head master, 1867-1907. He was a member of the Boston School Committee, 1871-1881; of the Harvard School Examination Board, 1892-1896; and Fellow of the American Academy of Arts and Sciences. He was the author of a series of books on the Latin and the Greek languages, published a German grammar, and prepared many papers and addresses on the teaching of the ancient languages and on other subjects. He was deeply interested in the welfare of educational organizations and contributed greatly to the success of the Head Masters' Association of the United States, the Association of Colleges and Secondary Schools of New England, the Massachusetts Schoolmasters' Club, the Harvard Teachers' Association and others.

He was a man of sterling character and extraordinary ability. He had a passion for excellence, which with him became a personal matter. His mind was not only singularly clear and vigorous, but possessed that power of stimulating other minds—a gift absolutely essential to the true teacher. His sense of justice was particularly keen and led him to seek most earnestly a right solution of all his complex educational problems. He made a famous school still more famous, and brought it to the highest possible pitch of genuine efficiency. He was a constant student, and, so, avoided that most insidious foe of schoolmasters—routine. His sympathies were broad and human. A lover of the classical music of Handel, Haydn, Beethoven and Mozart, he learned also to enjoy the works of modern composers. Pictures, too, afforded him life-long enjoyment. If he had been able to shape his life according to his own wishes, he would have been not a teacher but a lawyer,

and an actual participant in the public affairs of the Nation. He was greatly interested in history, economics, government and current events. His wide reading in these departments of knowledge, his deep sympathy with the sufferings and the aspirations of the toiling masses, his kindness of heart, and his eloquence made him the peer of statesmen, judges and sociologists. He was a wise and dignified counsellor, and a generous and thoughtful friend. He possessed a mind able, acute, open and flexible. These qualities are well illustrated by the following facts: When he was forty years old, being somewhat dissatisfied with his penmanship, he purchased some writing books and carefully completed the copies. Although he did not study German until he was fifty years of age, he made such progress in that language, that he revised and edited a German grammar, and gained practical facility in speaking German. His fondness for poetry, stimulated to some extent by one of his professors at Amherst, continued throughout his life. He loved not only the classics of Greece and Rome but the classics of other ages and other lands. The splendid galaxy of British poets found in him an appreciative and loving disciple.

Secondary education in the United States owes as much to Mr. Collar as to any one man.

TAKING THE HIGH SCHOOL INTO THE COAL CAMP

BY G. S. COWDRICK, DENVER

The American high school will furnish the flame to heat the melting pot of diverse nationalities in Colorado coal mining camps. As a recent development in its campaign for social and industrial betterment The Colorado Fuel and Iron Company has announced a plan to furnish high schools for the children of its miners. The schools will be established within the mining camps, as it has been found in most cases impracticable to send the miners' children to central locations. Arrangements are being made for securing additional teachers of undoubted qualifications for high school work, and for erecting new buildings when necessary. The first of the coal camp high schools got under way during the present school year, even before the general plan of educational extension had been formulated. This school is at Rouse, in Huerfano County, where R. D. Chittenden, a young and ambitious principal, is successfully handling ninth and tenth grade instruction.

The plan to install high schools at the coal mines grew out of the manifest need for better school facilities. Under the old system the schooling of the miner's child ended with the eighth grade, unless he could be sent to a distant town for further instruction. The coal camp children, usually bright and reaching an early maturity, customarily finish the eighth grade at the age of thirteen or fourteen. Most of them are eager either to go to work in the mines or to receive more education. State laws and the regulations of The Colorado Fuel and Iron Company forbid the employment in the mines of boys under the age of sixteen. What to do with the children who had finished the eighth grade became a serious problem. Under the industrial representation plan, put into full operation following the Colorado visit last fall

of John D. Rockefeller, Jr., educational matters are under the general supervision of committees on recreation and education in the various mining districts. These committees are composed of representatives of the company and elected representatives of the miners. The committee on recreation and education in the Trinidad district recently grappled with the problem of extending educational facilities. Upon the initiative of this committee a meeting was called which was attended by company officers and employees and by the members of school boards in C. F. & I. coal camps in Las Animas County. At this conference it was voted to recommend to each school board that it establish ninth and tenth grade instruction, comprising the first two years of a high school course, in its camp.

Efforts will be made to specialize in practical subjects without neglecting the solid foundations of standard classical education. The new high schools will be, as are the common schools operated in company camps, part of the regular public school system, and will be under the supervision of state and local authorities. In most instances, however, The Colorado Fuel and Iron Company as owner of practically all the taxable property in the district pays the lion's share of the expense. At the recent educational conference C. J. Hicks, executive assistant to President J. F. Welborn, stated that the additional taxation for high schools willingly would be borne by the company for the sake of furnishing better educational facilities for the children of its employees. In some localities one high school will serve for two or three closely adjoining camps. In other places miles of hilly country intervene between mines, and it will be necessary for each camp to have its own high school building.

In the Southern Colorado mining camps a score or more of nationalities are represented. These include, besides the Anglo-Saxon, Celtic and Teutonic stocks, people of diverse Latin, Slavic and Asiatic races. It is with the belief that American high school education will go farther than any other agency in welding these varying stocks into a valuable American citizenship in the second generation that the biggest coal and steel company in the Rocky Mountain Region has decided to take the high school into the mining camps.

A SUPERINTENDENT'S CREED

BY MINNIE E. HAYS

Superintendent Chitterden Central District, Essex Junction, Vt.

I believe in:—

The mop, mop-pail and wringer drill;
In the tooth brush drill;
In the warm lunch;
In screens for every window and door;
In a cellar for every rural school;
In the storing of fruits and vegetables in the rural school cellar for the supply of unfortunates;
In bathrooms for the rural schools, where the children and people of the rural communities may for a small sum be made clean;

In:—

Better sanitation in and around the homes of the children who attend school;

Better sanitation in and around the school building;

Better constructed and equipped schoolhouses;
Better lighting for children's eyesight;
Better air for the children to breathe;
Better water for children to drink;
Better teeth for the chewing of food;
Better nutrition for everybody;
Better concern regarding vocational guidance.
Better provision for healthful sports;
Better physical development of the child;
Better moral development of the child;
Better kept and more attractive school grounds;
Better trained and more efficient teachers;
Better careers for the common good;
Better co-operation in common interests;
Better eyes to see the needed things;
Better hearts to sympathize;
Better feet to tread the thorny paths;
Better cheer when difficulties arise;
Better hands to work for the common weal;
Better strength to do the common tasks;
Better charity not to despise;

Better and braver souls to know where duty lies.

I believe in prevention more than cure.

I believe in "keeping well" rather than "getting well."

I believe in mother-craft and father-craft schools.

I do believe in Medical Inspection and the school nurse.

I know that "the essence of true culture lies in the ability to put one's self in another's place."

And

"I doubt not through the ages
One increasing purpose runs,
And the thoughts of men are widened
With the process of the suns."

HOW THE NEW YORK PENSION BILL WAS BEATEN

Defeat Uncertain Until Last Moment.

["School" gives this account of the dying gasp of the famous bill.]

The Albany correspondent of the Brooklyn Eagle furnished the following interesting account of the fight for and against the Teachers' Pension Bill in the last moments of the Legislature:—

Albany, April 21—After a long and bitter fight that was carried right up to the hour of adjournment, the Lockwood-Ellenbogen Teachers' Pension Bill went down to final defeat as the Legislature closed up its business between 9 and 10 o'clock last night.

It was the last big bill to be before the legislators and it died hard. After failing by four votes to pass late Wednesday in the Assembly, it was called up again yesterday morning and beaten for the second time within twenty-four hours. Not content with this the friends of the measure went into the Senate where the sister bill lay on third reading calendar waiting vainly for the Assembly bill to come over.

Mayor Mitchel is understood to have kept the wires hot between Albany and New York all the afternoon rounding up support and closing the shattered ranks after the previous defeats. Finally, early last evening, Senator Lockwood moved his bill for final passage in the Senate. He made a strong appeal in its behalf and it passed in that house by a vote of 30 to 10.

All the Brooklyn Democrats and the Tammany and up-State Democrats voted for it. The Brooklyn Republicans divided. Gilchrist and Burlingame voted against it. Lockwood, of course, voted in the affirmative and Senator Lawson did not vote at all.

With lighter hearts than they had had for two days, Miss Isabel Ennis and Miss Grace Strachan, who had

been fighting persistently without sleep for forty-eight hours to round up support, went to work again with the Assemblymen.

But it was a hopeless task. It came up for a third time in the Lower House fifteen minutes before final adjournment on a message from the Senate. A score of objections threw it into the Rules Committee, and as that body had had its last meeting for the year, the measure was still there when the session broke up.

When it was seen that the chances for the bill were gone, the Mills temporary relief measure, which had already passed the Senate, was rushed to the Assembly and passed on short roll call. It provides that \$300,000 may be taken from the principal of the already bankrupt fund to take care of emergencies. The measure provides no permanent relief at all.

Senator Lockwood engineered the last fight in the Assembly to pass the Lockwood-Ellenbogen measure. He took the matter up with Governor Whitman and secured his moral aid. The Governor let it be known that he believed the Assembly should pass the bill and put it up to the Mayor, as the city administration should be the deciding factor.

Lockwood took this word to Sweet and urged him to help the measure, but it was fruitless.

AN APPEAL TO THE TEACHERS OF AMERICA

This war of unheard-of magnitude and horror has exiled from the western borders of Russia, Lithuania, Courland, Poland, Ukraine and White Russia, about 30,000 school teachers, the pioneers of culture in the villages and towns of the Russian borderland, and forced them to seek refuge in the far middle or eastern parts of that country. Many of these exiled teachers were called into the army and a large number of them are now lying wounded in the hospitals, while their families, their wives and children, having left all their possessions in the war-stricken land, often separated one from another, and left to their fate, must provide for themselves.

The Russian public and the various organizations have shown themselves very sympathetic to the exiled teachers, and are helping them as much as they possibly can. Especially distinguished in this work of mercy have been two well-known societies having their headquarters in Moscow—the All Russia Pedagogical Society and the Moscow Elementary Teaching Society. The head of both these organizations is the famous Russian pedagog, V. P. Vachterov, the enthusiastic apostle of humanitarian, natural and scientific education in Russia.

Thanks to the endeavor of both these societies, help was received from the Municipal City Government of Moscow in establishing a common refuge for teachers, in giving a monthly allowance (nine rubles per person) to the refugees and in buying them warm clothing. Besides this, the pedagogical societies gave certain sums from their own treasuries for the maintenance of the refugees. Certain pedagogical organizations spent as much as 18,000 rubles monthly during 1915. But since those organizations had to help not only the exiled teachers in Moscow, but in other Russian cities, such as: Voronezh, Vitebsk, Vladimir, Ekaterinoslav, Kaluge, Kostroma, Kursk, Minsk, Mogilew, Penza, Perme, Smolinsk, Tvere, Tula, Chernigov, Odessa, Rostov, near the Don River, and elsewhere, and since the Russian public has much to do in helping and supporting many wounded and their families, besides a great number of other refugees, the help given the teachers so far has been far from sufficient.

Therefore, having received an authorization from the above mentioned Russian pedagog, V. P. Vachterov, I appeal to the organizations of the teachers of America and to individual teachers, in the name of humanity and

of international brotherhood, to come to the aid of the Russian borderland teachers, who have suffered so much in this unhappy year. Even the smallest donation will be thankfully received and acknowledged.

Donations can be sent directly to the president of the aforesaid societies, to

V. P. Vachterov,
President of the All-Russia Pedagogical Society.
Plushchiha, No. 26, k. 6.

A former teacher in Russia,
M. Shalchus,
15 Millbury street,
Worcester, Mass.

Moscow, Russia.

THE FLY BRIGADE

BY META WELLERS

Curtis School, Chicago

[Air—Tramp! Tramp!]

In our homes we watch and work
To exterminate the fly
That is bringing death and sickness to our door,
And with footsteps firm and light,
Swatting to the left and right,
We will rid our homes of flies forevermore.

CHORUS.

Swat! Swat! Swat! the girls are coming!
Cheer up! Soon the victory's won.
And within our city's gates
We shall breathe a purer air
When the last of all the filthy flies is gone.

Boys—

In the battle front we stand
Ready for the fiercest charge,
On the alleys filled with dirt and broken cans.
And we'll pour on garbage piles
And the stagnant waters round,
Oil that stills the festive 'skeeters' buzzing clans.

CHORUS.

Clank! Clank! Clank! the boys are marching!
Forward, comrades, join the fray!
Charge upon the deadly germs,
Breeding in the reeking filth,
Ere we fall to them a helpless, hopeless prey.

Boys and Girls—

So we form a willing band
Charging at our Chief's command
On the pests and plagues that fill the summer air;
And we'll fight with all our might,
Doing all that we can do.

As we help to make our city free and fair.

CHORUS.

Tramp! Tramp! Tramp! together marching,
Cleaning-up as we move on.
And with hearts so light and gay
We look forward to the day,
When the last of all the pesky flies is gone.
Costumes: Girls—aprons, dust-caps and fly-swatters.
Boys—overalls, straw hats, bandanna handkerchiefs
and oil cans.

SWEAR WORDS

Swearing is not generally a matter of morals. It is a question of good taste, if you like, or good form, and usually it is a question of education. Taking the name of the deity "in vain" violates one of the commandments, but the vain use of a word or phrase that is meaningless to its user does not come within this description. Seldom, in fact, does one who utters an oath have the real meaning of the phrase in his thought; and so it is fair to assume that the every-day profanity of good people indicates not a laxity of morals, nor even low ethical standards, but a totally different ailment, which may be called a disease of the vocabulary. This is the theme of an article on "The Every-day Profanity of Our Best People," to appear in the June Century from the pen of Burges Johnson, who points out that almost every exclamatory phrase in our language has a profane origin, and that unconsciously we emit a swear word with almost every breath.

BOOK TABLE

SOLID GEOMETRY. By William Betz, East High School, Rochester, N. Y., and Harrison E. Webb, Central Commercial and Manual Training High School, Newark, N. J. With the editorial co-operation of Percy F. Smith, Yale University, Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company. Cloth. 199 pp. With diagrams and illustrations. Price, 75 cents.

Betz and Webb's Solid Geometry is designed to meet the needs of those who wish to make the subject vital to their students. If solid geometry is to retain its place in the schools it must be vitalized. It is a hopeless task to attempt to retain adequate interest in the subject unless there is a new spirit developed. This book meets the new demand. It is based upon the application of plane geometry to the faces of a cube, and to certain lines drawn upon and within the cube. It will aid the student materially in bridging the gap between thinking in two dimensions and the three-dimensional thinking of solid geometry. The principles of parallel projection are introduced early, enabling the student to make accurate drawings as he proceeds. The mensuration of the cylinder, cone and sphere is treated informally, followed in each case by a formal demonstration which is rigorous and adequate. Constructions, computations and original theorems receive equal attention. Applied problems in various fields are included, but these are free from undue technicalities. New sequences and proofs bring out essentials and shorten the time required for formal work. Illustrations, informal discussions and historical notes interspersed throughout the text add to the human interest of the subject. The relation of solid geometry to mechanical drawing is clearly shown. A new and adequate treatment of congruence and symmetry of solid figures is presented.

Here is a Solid Geometry that, while conforming to the requirements of important examining bodies, is so arranged that the essential topics are made prominent, the less significant are subordinated into corollaries or exercises, and the unimportant are suppressed altogether. The authors have had constantly in mind the National Geometry Syllabus of the Committee of Fifteen. The spirit of this book is admirable. It conservatively retains the careful reasoning that has distinguished geometry in the past, and yet it vitalizes the subject in a manner most inspiring to the pupil. Among the interesting features is the emphasis laid on geometric drawing, where the dexterity and precision of the hand are trained to co-operation with the corresponding qualities of the mind.

NORTH AMERICA DURING THE EIGHTEENTH CENTURY: A Geographical History. By T. Crockett, M. A., and B. C. Wallis, B. S. New York: Cambridge University Press. G. P. Putnam's Sons, agents. Cloth. 124 pp. Price, 75 cents.

Advocates of "preparedness" are continually asserting that American history textbooks need to be revised because of the false impression of our military prowess which they give. The present work is due to two Englishmen, and as was to be expected, is far from giving any such impression. It is but just to say, however, that the treatment of the delicate topic of the American Revolution is eminently fair, not to say refreshing. It is pointed out that the size of the country and the relative smallness of the British Army (obstacles that the United States would have to meet if it intervened in Mexico, for example) militated against England, and that French aid was of the greatest importance. Credit is given unstintingly to Washington and Greene.

The book is "a geographical history" and the geographical view of history is constantly kept in mind. The illustrations are twenty-two in number, including maps and plans. The name of General Sumter is misspelled on pages 98 and 99. The work is one that can be read with interest and profit by every American.

THE GREATER TRAGEDY AND OTHER THINGS. By Benjamin Apthorp Gould. New York: G. P. Putnam's Sons. Cloth. Price, \$1.00.

This is a vigorous, intense, heroic treatment of some of the far-reaching consequences of the present great war, especially as it affects Canada. Naturally Mr. Gould is exasperated over the complacency with which

the United States views the war. Is it any wonder that our brothers across the border, who are sending their fathers, sons and brothers to their death, and their money in endless amounts, cannot see why we should be boasting of our increased prosperity?

We must admit, all of us must admit, that it is little short of miraculous that we are prosperous beyond precedent while other nations are in the throes of despair. It will do every American south of the border good to read what a keen-witted, skilful writer and earnest soul over there has to say. Through it all is a noble plea for the old Spirit of 1776 to assert itself to bring into being in the world a greater and more widespread liberty and progress. It is a plea for a closer co-operation of the democracies of the world to accomplish democratic ideals.

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BOOKS RECEIVED

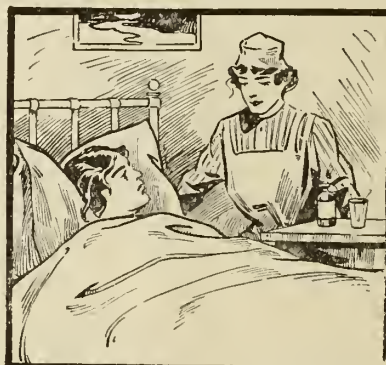
"Graded Writing Textbooks." By A. W. Clark. (Book Four.) Boston: Ginn & Co.

"Paradoxical Pain." By R. M. Harbin. Price, \$1.25. Boston: Sherman, French & Co.

"The Avoidance of Fires." By A. D. Weeks. Price, 60c.—"Des Kindes Erstes Lese-buch." By K. M. Jones. Price, 35c.—"The Story of Agriculture in the United States." By A. H. Sanford. Price, \$1.00. Boston: D. C. Heath & Co.

"Modern Swimming." By J. H. P. Brown. Boston: Small, Maynard & Co.

"The Printing Trades." By F. L. Shaw. "Overcrowded Schools and the Platoon Plan." By S. O. Hartwell. "The Metal Trades." By R. R. Lutz.—"The Teaching Staff." By W. A. Jessup. Survey Committee of the Cleveland Foundation, Cleveland, Ohio.



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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

27-30: Maryland State Teachers' Association, Ocean City. Hugh W. Caldwell, Chesapeake City, secretary.

JULY.

8: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

8-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

4-11: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

MAINE.

BETHEL. Bethel is certainly one of the loveliest of the hill towns of

the state. It is one of the few towns that keeps its elegant resort hotel open the year round. It is primarily an academy town, made famous by Gould Academy. Principal Hanscom, leader in all the school interests of the town, has been in service longer than almost any other leader of any locality. The meeting of the Oxford County Association here in early May was one of the largest and most enthusiastic ever held. The presence of Hon. Payson Smith, state superintendent, who goes to Massachusetts as state commissioner of education on July 1, contributed largely to the importance of this session of the association.

EASTPORT. The city has purchased a site on the summit of the hill for a new high schoolhouse which the city has voted to build. The Parent-Teachers' Association, the Boy Scouts, and the Clean-up Association are all engaged in a lively effort to enlist the young people in many good public endeavors. As a city of 5,000 persons Eastport is every way prosperous and educationally progressive.

MASSACHUSETTS.

WAKEFIELD. Four women teachers will resign to become mid-summer brides. Miss Anna Butterfield, supervisor of drawing, will marry Principal W. H. Emmonds.

CONNECTICUT.

WILLIMANTIC. The fortieth annual meeting of the Eastern Connecticut Teachers' Association was held in the auditorium at Windham High School Friday. A similar meeting was held at New London. The report of the nominating committee was given as follows: President, E. A. Case of Willimantic; vice-president, C. E. Wheeler; secretary-treasurer, R. H. Bellows of North Grosvenordale. The chief speaker was Samuel J. Slawson, superintendent of schools in Bridgeport, his talk being on "Education." Following Mr. Slawson, Marcus White of the State Normal School at New Britain spoke on "Oral and Written English."

The program for the day was: Business meeting. Address, "Education," Samuel J. Slawson, superintendent of schools, Bridgeport; address, "Oral and Written English," Marcus White, State Normal School, New Britain; address, "Some Phases of the Work in Arithmetic," Claude C. Russell, assistant superintendent of Schools, New Haven; address, "The New in Education," Edward Hayward, superintendent of schools, Cohoes, N. Y.

NEW HAVEN. The treasurer of the Yale Corporation reported gifts and bequests aggregating \$105,783, the largest of which were \$50,000 from Edla J. McPherson, \$22,000 from Henry H. Butler and \$20,000 for the Gilbert L. Stark professorship in the divinity school.

PUTNAM. At a meeting of the Board of Education teachers in the public schools were re-elected as follows: H. W. Files as superintendent of schools, at a salary of \$1,800; A. B. Handy, principal, \$1,700, an increase of \$100 over last year; W. F.

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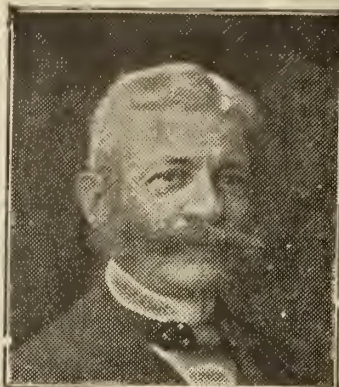
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MASSACHUSETTS

Penny, sub-master, \$1,200. He receives an additional allowance from the state for trade school work; George T. Challoner, physics, \$850; Abbie H. Keith, English, \$850; Inez Bowler, Latin, \$800; Gertrude Shepherd, French and German, \$800; Mildred P. Pierce, science and history, \$750, increase of \$50; Bertha E. Lewis, commercial, \$850.

NEW HAVEN. Upon her retirement from the presidency of the New Haven Teachers' League, in which she had declined to serve any longer, Miss Catherine Brennan was presented by former president and founder of the league, William H. Hackett, in behalf of the teachers of the schools, a handsome gold casket filled with gold pieces amounting to \$300.

NEW BRITAIN. Misses Mary Ward and Ruth Jenkins, English teachers at the high school, will leave the local school at the end of the year. Miss Ward, who has been teaching in this city for four years, will go to the new high school in Bridgeport, and Miss Jenkins, who will have concluded slightly more than a year at the end of the term, will join the faculty at the Worcester, Mass., High School.

MIDDLE ATLANTIC STATES.

MARYLAND.

OCEAN CITY. The program of

the forty-ninth annual meeting of the Maryland State Teachers' Association, which will be held here June 27 to 30, has just been completed. The address of welcome will be delivered by United States Senator John Walter Smith and the response will be made by Dr. A. H. Krug, of the Baltimore City College. This will be followed by an address by Dr. Abraham Flexner, assistant secretary of the General Education Board, New York. The session will close with the inaugural address by Superintendent William J. Holloway, of Wicomico County.

On Wednesday the general session will be addressed by Dr. Howard A. Kelly of Baltimore; Stuart Brady, publicity agent, Pennsylvania Railroad, Wilmington, Del., and Dr. Thomas E. Finegan, deputy commissioner of education, New York.

On Thursday Emerson C. Harrington, governor of Maryland, will deliver an address. He will be followed by Dr. W. C. Blakey, secretary and fraternal delegate, Virginia State Teachers' Association. The meeting will close with an address by Dr. A. E. Winship, editor of the Journal of Education, Boston.

Friday morning will be given over to a general business meeting. The committee on resolutions will report through Superintendent Albert S. Cook of Baltimore County, and Dr. M. Bates Stephens will report on legislation. The music will be ren-

dered by Miss Grace Elliott of Salisbury, and Miss Elizabeth Schaefer of Annapolis.

The officers of the association are: President, Superintendent William J. Holloway; first vice-president, Dr. E. F. Buchner, Johns Hopkins University; second vice-president, John E. Edwards, Cumberland; treasurer, Dr. R. Berryman, Baltimore, and secretary, Hugh W. Caldwell, Chesapeake City. In addition to the officers, the executive committee having charge of the program is: H. H. Murphy of the State Normal School; Superintendent G. Lloyd Palmer and Dr. A. H. Krug.



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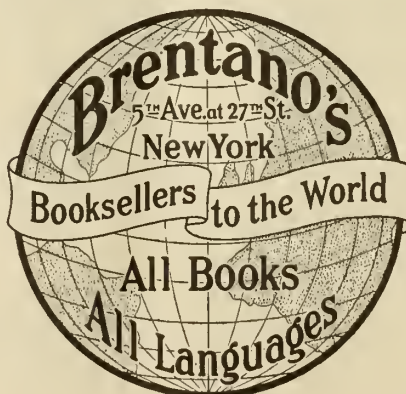
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Principal Joseph Blair of Sparrows Point High School and N. Price Turner of Salisbury have arranged a program for the high school section, which will meet Thursday morning. Addresses will be made before this department by Dr. M. Bates Stephens, R. X. Day of the Brunswick High School, Charles H. Kolb, Westminster, and Dr. William H. Burdick of the Public Athletic League, Baltimore.

The Grammar Section, through its officers, Miss Anna M. Hyde, of the Frostburg Normal School, and Miss M. Rose Patterson, of Roland

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Park, has arranged a pleasing program for Thursday afternoon.

In order to stimulate interest in the membership of the association, the executive committee has decided to award at the Ocean City meeting a certificate to each county superintendent who enrolls all of his teachers as members of the State Teachers' Association.

NEW YORK.

NEW YORK CITY. Anti-militarism is a controversial subject and not a proper one for public discussion in the schools of the city, ac-

cording to a letter written by Gustave Straubenmuller, acting city superintendent of schools, to Leon Samson, a student recently expelled from the College of the City of New York, after he had voiced objections to an address which Major-General Leonard Wood, U. S. A., had delivered on military training and preparedness.

Samson said that Superintendent Straubenmuller's letter contained a refusal for him to address students at Dewitt Clinton High School at the invitation of a number of them. Superintendent Straubenmuller in commenting on his action said that he did not consider anti-militarism should be discussed in schools.

Peace Day will probably be observed in the schools in one way or another, however.

ROCHESTER. The Board of Education is reported to have voted that there are to be no women principals in any of the higher grades of schools.

PENNSYLVANIA.

HARRISBURG. At an organizing meeting of the Pennsylvania Educational League Dr. Samuel Z. Shope of 610 North Third street, this city, was elected president.

This new organization is composed not of teachers and school authorities, but of busy men engaged in commercial and professional pursuits.

The objects of the Pennsylvania Educational League are:—

To endeavor to arouse business and professional men to a proper interest and co-operation in our public schools and institutions of higher education in Pennsylvania.

To persistently contend for adequate full pay for teachers twelve months in the year and to aid in every movement tending to insure men and women engaged in educational work compensation commensurate with the splendid service they render to society.

To establish a Students' Loan Fund for the purpose of aiding Pennsylvania High School graduates who evince eagerness to study and prove by their mental receptiveness to be deserving of collegiate education.

To work assiduously for every bit of proposed legislation, state and national, designed to elevate the standard and increase the efficiency of American Educational Institutions.

The new organization does not encroach upon the field of the State Teachers' Association nor that of any other association of educators, but to bring business men in harmony and co-operation with these.

The league is really an outgrowth of educational activity in the Rotary Club. Last year in an address be-

fore the Harrisburg Rotary Club, Dr. Shope pleaded with business men to take more interest in matters educational.

The league though but a few weeks old has several hundred members, and judging by the interest manifested in various parts of the state, it is not unlikely that before it is six months old it will have a membership of a thousand or more. The officers will apply for a state charter.

SOUTHERN STATES.

NORTH CAROLINA.

ASHEVILLE. Manual training is the best method of mentally stimulating backward and defective pupils is the belief of the authorities of the Asheville city schools after an experiment since the first of the year with the "Opportunity Class." This class is composed of children of the character indicated, between ten and fourteen years of age, gathered from the various schools and grouped in the Park Avenue School under the direction of the principal, Miss Carson, who promoted the plan. The teachers are Miss Marcella Maxwell and Mrs. T. J. Wortham.

The manual instruction begins at 1.30 in the afternoon, following simple literary study, and lasts only so long as the pupils wish to continue. Their interest is evidenced by the fact that they often remain until dark. The work consists of scroll sawing, carving and painting, and the product is designs of houses, animals and other common objects, the choice being left largely to the pupils, this serving also to promote thought and method.

The improvement mentally and morally shown by the class members is notable. Interested in the work of their hands, they have gained in mental concentration, in habits of obedience, in discipline and essentially in self poise. Aroused from mental lethargy, they show more attention to their books. The interest evidenced by other pupils in the work of these backward ones has given the latter a higher regard for themselves, their self-respect has been aroused, and they have to a considerable extent lost the unconscious feeling and mien of inferiority formerly noticeable in them.

NORTHWESTERN STATES.

MONTANA.

BUTTE. The growth of Montana's higher educational institutions during the past five years has been stupendous, according to a report recently issued by Chancellor Elliott of the University of Montana. The increase of the state university at Missoula has been most marked. This institution had 257 students in 1911-12 and it now has 1,088 students. That the growth of the institution is continuing is shown by the number of students enrolled in the freshman class last fall, there being 221 freshmen in the institution at this time, the largest single class in the history of the university. The report was received by Ward H. Nye, member of the state board of education.

From the Code of Successful Workers

In the February American Magazine Ray Stannard Baker gives the following code for successful work, including the nine business commandments adapted for boys and girls:—

"1. I will respect all useful work, and be courteous to the workers.

"2. I will know my work, and have ambition to do it well.

"3. I will take the initiative, and develop executive ability.

"4. I will be industrious and willing.

"5. I will educate myself into strength of character.

"6. I will be faithful to my work.

"7. I will be loyal.

"8. I will be a gentleman—a lady.

"The world does not owe me a living, but I am proud to make a good living for myself."

How to Foretell Fine Weather

"If you want fine weather, look for fine-weather signs. Here are some of the most reliable, for they are based upon scientific facts:—

"When the sun sets in a sea of glory, that is, when the sunset sky is red, you may expect clear weather on the following day.

"At night, when the moon is clear and shows clean edges, with no halo or ring of mist surrounding it, there is little danger of rain.

"When the wind blows steadily from the west, the weather will continue fair; it very rarely rains in our eastern states with the wind in the west.

"Watch the smoke from a chimney or from your camp-fire—it is a good barometer. If the smoke rises high, it means clear weather. The smoke will also show you from which direction the wind is blowing; so will a flag on an upright flagstaff.

"A gray early morning, not a heavy, cloudy one, promises a fair day.

"A heavy dew at night is seldom followed by rain the next day. Think of it this way and you will remember: wet feet, dry head.

"If there are no clouds at the western horizon, you need not worry about others.

"Animals are said often to show by their actions what the weather will be, and there is reason in this. Some of them certainly have a knowledge of coming storms. We are told that spiders are especially sensitive to weather changes, and when they make new webs the weather will be fair; if they continue spinning during a shower it will soon clear off."—Adelia B. Beard, in St. Nicholas.

New Method in Spelling

Often inability to spell arises from sheer laziness or shiftlessness. A proper effort will overcome it. We remember a teacher who once lost all patience with a poor speller and frightened him with threats of dire punishment unless there should be improvement; and marked improvement followed so quickly as to cause surprise to both teacher and pupil.—American Educator.

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A. E. WINSHIP, Editor

STUDENT ACTIVITIES IN HIGH SCHOOLS

BY J. S. BJORNSON

Superintendent of Schools, La Moure, North Dakota

Perhaps nothing so distinguishes the American high school of today from that of a generation ago as the great increase in outside student activities. Nothing is more natural, more easily accounted for than this growth. The past generation has seen an unprecedented progress in differentiation and enrichment of curricula. In this earnest attempt to meet the academic demands of as nearly all classes as possible, countless new interests have been created. The high school, then, with its interplay of the academic and the social groups, is a miniature of life, where we find a corresponding interplay between industrial, commercial, professional and business groups and social, religious, esthetic and political organizations."

To all, then, who admit the ever-growing complexity of the organizations of society, it must be evident that there must be somewhat of a corresponding growth of complexity in the organization of the school and its interests. The issue is hardly met by those educators who, to simplify their work for purposes of directness of results, as they say, eliminate all student organizations.

The question is not so much whether the organizations ought to be permitted to exist as (a) what standards are to be set for them, and (b) their direction and limitations. From this point of view the different types of organization will be discussed more in detail.

There is no doubt that students' organization or students' activities outside the school, without organization, adds to the problems of the school administrator. For example, a good deal of time and thought must needs be given to supervising and auditing finances of say the athletic association, ways and means must be perfected to create on the part of the students the same attitude of loyalty and responsibility which is created, perhaps exacted, in the classroom, and in general it must be the function of the administrator to see that nothing about the organization be subversive of classroom aims. But the more abundant life of the school which results from student organization more than pays the added efforts of the administrator. If the organizations are managed in a democratic way, the life of the school will be more democratic in general. The teachers, principal, and superintendent may find it easier to direct the individual

and through him the school in an organized system, and, finally, the students' training in living up to their responsibility in the school organization is perhaps the best possible preparation for living up to their responsibility as members of society.



MILO B. HILLEGAS
Vermont Commissioner of Education

The first and most obvious school organization is that of classes by years of advancement. Here the greatest interplay between the academic and social group is possible. One will help the other. A passing grade, minima of credits, and other requirements of eligibility in the class organization are among the best school incentives. Records will be set by different classes in executive ability, absence of internal friction and actual achievements to which all right-minded adolescents of the same advancement will aspire. Of course, on the other hand, an organization which fails, will necessarily be destructive of the attainment of the greatest good offered by the academic training of the school. After several years of observation and experience, I have concluded that class organization in the first high school year should be emphasized just as much as it is in the last. This for the reason of the training in organization and leadership in the course of four years which is thus made possible. Too often class organization is a perfunctory matter until in the senior year, where necessity becomes the mother of invention. Perhaps the class organizations can be left freer from faculty control and supervision than any other student organization, if such general principles as strict financial accountability, rules governing number and conduct of parties be thoroughly understood.

Athletics apparently have come to stay as a permanent feature of elementary as well as secondary schools. Lee F. Hanmer of the Russell Sage Foundation says that athletics for high school boys pass through three distinct stages, as far as the attitude of school authorities to them is concerned—opposition, toleration and co-operation. Historically the youth of every nation has readily taken to athletic exercises, particularly athletics of a competitive nature. Ever since the time of the Olympic Games that form of contest entailing victory or defeat has

become the national form. Ordinarily this form of athletic activity calls for "team work" and consequently team organization, management, and control.

Athletics possess certain well-defined educational values. Briefly stated they seem to be: (1) acquiring knowledge of the care of the body; (2) practice in physical alertness and motor-skill, an excellent preparation for motor control, which is imperative in other school exercises, e. g., penmanship, manual training and typewriting; (3) opportunity to evaluate and adopt ethical and moral ideals of fair play, "team work," unselfishness and discipline, and (4) organic development of the neuro-muscular system. Obviously it is desirable that these values be realized by the maximum number in a school. With the present trend to exclusion of all but the fittest from athletic teams this becomes difficult. The question of intra versus inter-school athletics arises, therefore. There seem to be valid arguments for both, and I have come to the conclusion that under the present conditions, the greatest good would result from both systems. Briefly, the arguments in favor of inter-school athletics may be summarized as follows: Inter-class contests do not draw out the quality of athletic work which inter-school contests would, because they do not inspire as much enthusiasm. Inter-school contests may give the contestants and student body school loyalty and school spirit, which they might not otherwise get. Contact with other schools is a beneficial social exercise; also it cultivates powers of observation and comparison. On the other hand, the arguments favoring intra-school contests are: (1) the equalizing of opportunity to realize educational value of athletics; (2) the raising of the standard for the teams representing the school owing to increased competition and (3) above all, the vital principle that victory or defeat is incidental to athletic activity, and quite beside the fundamental aim. This last consideration, indeed, is so important, that it calls for an additional word. The good results of athletics have been made impossible in many schools by the wrong attitude taken by teachers and students regarding victory. It is human nature to lose sight of everything but that. Where teachers and coaches are weak enough to do this, youth is frail enough to "go after" victory at any cost. It is needless to say how utterly destructive this is of the value of athletics in terms of the child's character. Athletics in all its forms is a fundamental motor discharge which is in its essence pleasant. The activity, then, ought to be as free as possible. Not that constant encouragement and inhibition may not be exercised, but it must be in such a way that "faculty control" or "student management" be not felt distinctively. The activity must absolutely be co-operative, and social, and democratic.

I now pass to the much-mooted question of high school debating. As in athletics, a good many wrongs have been committed in the name of literary activity by means of debating, in ignoring the fundamental purpose of training in debate for the purpose of winning a victory for

the school by means of the debate. Oftentimes "rooters" absolutely ignorant of the merits of the question sit through a series of speeches on the subject for the sole purpose of reveling in triumph. It has been preferred as a serious charge that students do not present their own convictions, not even their own thoughts, but those of the coach. Certainly the ordinary rebuttal speeches are far from being spontaneous, quick-witted rejoinders in refutation of arguments actually made, but rather cut and dried stock phrases of a debating manual. As in athletics, so in debating do I believe that as many high school students as possible should get some training. There should be evolution in the process. It is manifestly absurd to have a high school freshman, whose training in the grades has perhaps not been extensive, begin by preparing a debate upon a difficult subject. And the ordinary inter-high school subject for debate is too difficult. An English teacher in Kansas Normal School recently told in *School Review* of efforts made there to motivate the debates.

The first step was taken by eliminating all questions not of immediate interest. The students were asked to prepare subjects and gather arguments pro and con. The subjects were easier, the arguments more real, and the whole exercise took on new life. Now, if this was necessary in the case of normal school students, does it not follow that such reforms are needed in secondary schools? The judging system in high school debating is not without its evils. In intra-school debates, there should either be no judges or else the entire school or society, as the case may be, or one-half or three-fourths of the society.

Having dwelt on some of the evils existing in school debating, let it be said that debating still is the best test of ability in public speaking. It is admittedly of greater educational value than the much over-worked rhetorical and oratorical contests; nowhere is the student better taught to search trustworthy facts as the basis of his opinions, to attach a true relative importance to facts, and to arrange in terms of importance and interrelation in the most logical and convincing manner, his conclusions. Further, debating trains as nothing else does in discrimination of concepts and definition of terms. When a team "springs a surprise" on its opponents, such surprise is perfectly legitimate if it is logical and well-founded.

There is scarcely any limit to the organizations, literary, musical and athletic, in a socialized school. It seems advisable that every student co-operate with the principal or superintendent in making out an outside activity schedule, just as he consults them about his program of studies. A boy may perhaps divide his week up as follows: Monday, literary society; Tuesday, team practice (football, basket ball, baseball or track); Wednesday, orchestra; Thursday, chorus; Friday, class meeting. It follows also that managers of students' organizations ought to have a pretty clear record of attendance of their mem-

bers, and this record ought to find its way to the office of the high school principal.

Let it suffice to say that students' musical organizations are in the main free from the difficulties which characterize athletics and debating. The ideas of defeat and victory do not enter into musical activities. Some of the benefits incidental to doing some musical organization may be mentioned. The chorus, orchestra, band, or glee club socializes school interests and activities. Music may be the only means of keeping some boys in school. Music is delightful avocational training and may mean very much to the student in later life. There is no better way of teaching musical appreciation than learning to play an instrument. The phonograph, concerts, lectures on music, and the like are all admirable and supplementary, but theoretically some ability in musical execution makes for the most intelligent appreciation of music and the work of musicians. On the other hand there are many dangers to be guarded against in this type of work. A few of these are: (1) the tendency which adolescent children are apt to develop of becoming stultified about music; (2) the danger that other work and other interests be unduly sacrificed to music, and (3) the trouble of maintaining discipline and permanence of good organization of impulsive, impatient high school students.

No organization whose activity reflects the life of the school is out of place there. Boys and girls, if given the opportunity, will delight in organizing clubs and societies of all descriptions. There may also be departmental clubs of unquestionable value; for example, a German conversation club or a magazine club. If there is co-operation and consultation among pupils, teachers and parents regarding the most advantageous apportionment of the pupils' time, and if a set of rules adequately governing students' participation in outside activities be worked out, the greatest number and variety of organizations possible, without the danger of over-work and dissipation of energy, is desirable.

A special form of club, the high school fraternity and sorority, however, calls for separate discussion. These societies began to appear during the last decade of the nineteenth century, and increased in number very rapidly. They finally attracted the attention of the National Education Association, which put a committee to work at investigating them. This committee reported at St. Louis in 1904, and again in Asbury Park in 1905. Other educational conferences took up the question later, and in every case the consensus of opinion was that the secret society

in secondary schools is an evil. There followed then legislation in several states prohibiting this form of organization. Superintendents and principals have generally worked in harmony with this legislation. They have employed two means principally: (1) appeal to parents and to all interested, a campaign of education, and (2) emphasis on other outside organizations of the school, a campaign of competition. Students, too, have formed voluntary clubs to work against the influences of secret societies. An interesting recent development is a resolution passed by the Phi Delta Kappa barring from membership all those who have belonged to a high school secret society. The real solution of the fraternity problem seems to lie in the success of other students' organizations.

Printing is a very popular industrial and vocational course. In connection with printing as a high school subject lies the possibility of the high school paper. Many of the New England pre-vocational schools have been putting out creditable papers lately. In Iowa last fall began the publication of a weekly high school paper. The superintendent stated in the *Journal of Education* that no enterprise had created so much interest in and about the school. The "Midway," published by the University of Chicago High School, is a magnificent concrete proof of the possibilities in a high school paper.

There are perhaps as many plans and methods of specific control of students' organizations as there are schools where they exist. Some general considerations may be offered. Every club or society should have a faculty adviser. He should not pose as a dictator, for he will get himself and the organization into trouble thereby. Every organization requiring the handling of money should have a student treasurer, whose business it shall be to collect revenues. There should be one faculty treasurer for all organizations who should handle all the money and audit the books of all student treasurers. It is nothing short of criminal to teach loose financial methods. The school paper should be managed and edited by a board elected by the students and ratified by the faculty. Every society should be required to submit an annual report of its proceedings, besides the treasurer's book and the official minute book.

The ultimate object, then, of all student organizations is two-fold: (1) to socialize the school and its interests, and to vitalize its work, and (2) to give every individual the maximum benefit inherent in legitimate outside activities.

There is a popular superstition to the effect that the great financiers can be found in Wall Street and that they gather there every morning; but they don't. They gather in the schoolhouses of the land every morning and as they teach the children of the nation twice as much as they ever remember, they figure out new ways of dividing forty-five dollars into a month's board, a new dress, a trip to the county seat, a pair of shoes, two entertainment tickets, an insurance assessment and a deposit in the savings bank.—Vest Pocket Essays by George Fitch, Copyright by George Matthew Adams, in Boston Herald.

SALESMANSHIP IN SCHOOLS

BY ISABEL CRAIG BACON

Director of Salesmanship, Boston Public Schools

I have noticed with great interest that the employment managers who are wisely looking ahead or taking "a long run" view of the employment situation, try in every way to bring into their stores young people whom they can train and develop according to their ideals and thus build up a permanent organization. This is perhaps the fundamental reason why department stores and other mercantile establishments care to co-operate with the public schools in the development of this resource; it gives them "the raw material" which they are able to use to very great advantage. It is just this "raw material," as I have called it, which interests the educators and merchants, and the public schools are just beginning to realize that they have a share in the "manufacturing process," so to speak; that is, the schools feel that it is their duty to help these young workers to equip themselves to take their various places in the field of competitive business. This seems on the surface so simple, and such a commonplace, common sense idea; but it has taken years and a tremendous amount of effort and patience to work out the plans which have brought these two public institutions, the schools and the stores, so closely together.

As a result of the combined interests of the merchants, the principals, the school board and the superintendent of Boston schools, courses in salesmanship and department store training have been established in the high schools. Mrs. Prince was asked to direct the newly organized work in 1912. Since that time the work has steadily progressed, until now there are more than 400 girls taking the course in nine Boston high schools.

The work is well established as part of the scheme of "co-operative education."

The term "co-operative education" has been defined in the Massachusetts Legislature as "courses in public schools in which technical or related instruction is given in conjunction with practical experience by employment in a co-operating factory, manufacturing, mechanical or mercantile establishment or workshop."

Boston has had a very unique opportunity to do a pioneering piece of work. Through experiences here, we have been able to learn much about the needs of business men and individual pupils. The stores see the need, also the advantage of having trained workers. Parents, as well as the pupils, are being educated to the idea that selling is a dignified profession and that this course leads to a kind of work which, after all, is proving to be fully as rich as an opportunity for advancement as stenographic or clerical work. The pupils are more and more delighted with the results and are experiencing an awakening, the headmasters tell us, quite un-

known to school history. "To be doing something"—"to actually see a use for arithmetic and English"—to feel that it is all a means to some end, is of vital importance.

The course of study was worked out by the director and the teachers to fit the needs. The fact that we had to have in mind a training which would fit for a definite occupation, at the same time educate in the broadest way, made it necessary to have trained teachers who would be able to draw from their rich background of experience and knowledge, both in teaching and in actual department store work. The reason that the teachers have succeeded and have accomplished so much in Boston, is because they were trained by Mrs. Prince and knew how to adapt themselves to this very difficult problem. The actual teaching program is carried on by each teacher in one or more high schools and at least one store class or continuation class. It seems advantageous to keep this store connection; for instance, Miss Parker teaches at Charlestown High School, East Boston High School and the continuation class at William Filene's Sons Co. It has been our aim to keep in mind the vocational idea in choosing members for the salesmanship class in high schools; that is, to take girls who are reasonably sure that they want to go into department store work. But inasmuch as the work is so new, we have had to make some exceptions and have had to include many who would probably be excluded after the work is better established.

The groups into which the high school pupils electing salesmanship may be divided are: First, those who have chosen the work because it leads to a definite occupation other than typewriting and stenography and strictly clerical work, and this is by far the largest group; second, a few who are forced to take some course which would give them not only a chance to earn their living immediately after leaving school, but also an opportunity to earn enough by their practice work Saturdays and Mondays to pay car fares, lunches and in some cases to buy their own clothes, thus making it possible to complete their school year; third, those who are attracted by and interested in the course; and fourth, those who take it merely to get the number of points necessary for their diploma.

We believe that the teachers and the director have an opportunity for the highest and truest kind of vocational guidance when they are able to interview and advise each pupil concerning her choice of courses. Health, punctuality, appearance, interest and fitness for store work are considered by the teacher in selecting the group. The needs of the store, the school, the com-

munity are kept constantly in mind as a guide as to what is best for the individual pupil.

This course, including salesmanship and business organization, system, textiles, hygiene, color and design, industrial history, commercial geography, business arithmetic with sale slip practice,—is an elective open to seniors, except in Girls' High School and Roxbury High School, which offer it in the junior and senior years. In general, seven points credit are allowed for the year's work—three for salesmanship and general store subjects, three for textiles, which is allowed by the school board to take the place of the required science, and one for color and design as applied to clothing, furnishings, etc. Assigned reading is required.

The salesmanship teacher attempts to correlate her work in every possible way with that of the other teachers. Pupils' laboratory work consists of actual work in the twenty or more co-operating stores Saturdays, Mondays and vacation periods.

The high school principals have allowed those having A and B grades in school to have Monday's experience when wanted by the stores. The store experience is made valuable by the teachers' "follow-up work" and the discussion of the basic principles in class.

It will be interesting to us all to see how the store managers meet the new requirements made necessary by the minimum wage recommendations. If a girl is to get a "living wage," she must have the education and training which are certainly necessary to make her worth it. The merchants are all realizing that this is good business and are seeing the value of a permanent force or organization.

The stores at first agreed to use as many high school pupils as possible in their junior positions on Saturdays and busy holiday seasons. At present they are looking to the high schools for their entire supply of so-called "junior specials." The principals have been broad and far-seeing and have in most cases done all in their power to help make the co-operative plan a possibility and a success. During the period January 1, 1915, to January 1, 1916, the girls in the salesmanship courses in the nine high schools in Boston had 7,203 days of practice and earned \$8,480.

To secure the girls for Saturday work, the employment managers at the stores call the office of the director of salesmanship; an intelligent

effort is made to select the right girl for the job, keeping in mind the training which each girl needs, the experience she has had, and also the type of girl that particular position demands. It is necessary to use tact and discretion in filling the places and to maintain an absolute standard for punctuality and reliability.

Perhaps the best co-operative plan which has been tried is as follows: A group of thirty girls is selected from the nine high schools, and asked to go into a store from 3 to 5, one day a week, for special instruction in that particular store's system. After perhaps two or three lessons they begin their regular Saturday work. According to this plan several groups have been instructed this fall (1915-1916) in two of the largest stores and the girls are working as cashiers and in selling positions throughout the year. A uniform wage of \$1 a day has been established this year.

The girls are at all times considered as school pupils and are under the direction and discipline of the schools, but as soon as they graduate in June they may decide for themselves for or against the work which presents itself to them.

No attempt is made to "place" the graduates in positions, emphasis having been put throughout the course upon the necessity of their making the proper application for a position, also the ability to keep up to the standard of the first impression, in order to hold the job and to be in line for promotion. A large percentage of last year's graduates from the salesmanship course

are now at work in the stores and are earning from \$6 to \$10 weekly. An attempt will be made to follow up the graduates regularly for two or three years after they leave school.

The holiday season presents the best time for the pupils to gain their experience, also the demands from the store are greatest at this time. We believe that we are thoroughly justified, and the school board is willing to take the stand with us, in asking that the salesmanship pupils be excused for work in the stores the entire month of December. Further attempts will be made to correlate with other departments in order to get the most out of the present resources of the high schools. This in turn will help stores to get the most out of their present resources for employment, and will certainly mean that the individual pupils will be getting the greatest good both from school and from the store.



MRS. LUCINDA W. PRINCE
Boston, Founder of Salesman-
ship Classes and Schools for
Women

BOOST THINGS

Don't sit supinely upon your roost, but come along and help us boost for better things of every kind, and leave your kicking clothes behind. . . . Let the wolves of war be loosed on every man who doesn't BOOST.—Spokane Chamber of Commerce.

THE COMMUNITY SECRETARY

BY EDWARD J. WARD

United States Bureau of Education

Of all the defence proposals now before the United States Congress, there is none that goes more directly and more effectively to the heart of the problem of fundamental and real preparedness than the Hollis-Johnson Community Forum Bill. To be sure, this measure applies only to the District of Columbia; but in providing the means by which the citizenship of the National Capital may enter into one all-inclusive union in which the freedom of each individual is preserved, this measure shows the practical and ready way for the whole nation, by which we may become actually, and visibly, and quickly—the United People of the United States. It sets forth, simply and perfectly, the plan by which, through the use of our common school system as the machinery of our comprehensive self-organization, we may be joined as one membership of Americans—for war, if that is to come—or for the more searching tests of peace. It provides, at the same time, the way in which, as human beings gathered on this continent from all the otherwise disunited nations of the globe, this world's "melting pot" may come to order as the World's House of Representatives, equipped not only to meet intelligently the immediate problems of local, state and national welfare, but equipped also to meet intelligently and constructively the final problem of world organization.

The Hollis-Johnson bill establishes the right of the adult citizenship, within each local school district, when organized on the old town meeting principle, to use, without charge and without interference from any subordinate body of public servants, the public schoolhouse as the permanent headquarters of organized deliberation and co-operation, and it makes it the duty of the public school trustees to make all necessary provisions for the exercise of this right. In this, it seems to be just a copy of the law now in operation in Wisconsin, California, Indiana, Kansas, Oregon and Ohio, where boards of education are required to provide for the "town hall" use of the adult citizens when organized by local communities.

But it is not merely a copy of these laws now in existence, for it contains specifically the one essential provision by which alone this great movement for citizenship-organization may be advanced to realization, the provision which the experience of Wisconsin and the other states has shown to be necessary, but which as yet no state has made by legal enactment,—the provision of the service of the organizing and executive secretary to the citizenship.

"What's everybody's business" is the welfare of the local neighborhood, of the city, of the state, of the nation, of humanity; and "What's everybody's business is nobody's." The great enemy of our vital common welfare in every sphere of our responsibility is nobody-in-particular, whose duty it is to serve our common

assembly, conference and co-operation in meeting the great common problems of our living together as neighbors, as fellow-citizens, as human beings. The Hollis-Johnson bill makes it the specific duty of the public school principal, or of a person who shall be nominated by the principal and approved by the citizens of the local community, to serve in this office of Community Secretary, responsible under the community organization of the citizens for the clerical service, without which the deliberative organization of the citizenship is no more possible than the deliberative organization of aldermen, or state legislators, or national congressmen would be possible, without the service of the clerk of their representative assemblies.

At the recent Community Centre Conference in New York City, a strange misunderstanding was expressed—the utterly absurd idea that the appointment of the principal or his deputy as community secretary would mean to appoint this community official to exercise authority or direction or censorship over the assembly of adult citizens in their use of the public schoolhouse as the headquarters of community organization. This, of course, is the precise opposite of the fact. The community secretary serves under, not over, the adult citizenship, obedient to the will of this body, precisely as the clerk of every body of representatives serves under, not over, that organization, precisely as the clerk of the town served under the deliberative assembly of the old New England community.

This measure, which provides the servant in the Neighborhood House, which creates the office of the Prime Minister in a democracy, not only makes possible the single organization of the adult citizenship for every sort of co-operation, but goes to the heart of the problem of the future by creating the demand for first-rate men, instead of third-rate girls, in the supremely important offices of administration of the public schools.

It provides the way in which that great clear formula of democracy enunciated by President Wilson may be realized, "Citizens going to school to one another in the common schoolhouses to understand and answer public questions, as hitherto only representatives of the people have gone to school to one another in the buildings provided for them."

This measure contemplates, in its nation-wide adoption, making every public school principal, or his deputy, not only the servant of the one membership of citizens in their exercise of sovereignty as electors and directors of local, municipal, county and state government, but a national official, responsible for communicating to every individual citizen the sense of real unity of national membership, and finally—the sense of supreme and inescapable world-responsibility.—Address at Worcester, Mass.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

IN WASHINGTON STATE

SEATTLE.

Educationally, the nation over, Seattle and Frank B. Cooper are synonymous terms, for he has been the superintendent of her schools for fifteen years.

Fifteen years in the Pacific Northwest, that is, the past fifteen years, represent fifty years in some cities in the East.

Seattle has been the most politically restless city of its size in the entire country in the last fifteen years. Tragedy and comedy have been playing hide and seek and recalls have followed recalls as nowhere else under the stars and bars.

Nothing short of superb manliness in character, squareness in dealing, and masterfulness professionally could have kept the school management on an even keel in all the coming and going of political tidal waves, and in the twenty years that I have known Seattle intimately there has never been more complete serenity, greater educational peace and prosperity than in the spring of 1916.

INTERESTING INCIDENT.

For the first time in a quarter of a century Mr. Cooper was not at the meeting of the Department of Superintendence, of which he was president the year that it met at Washington, D. C., a session that is always referred to with pride.

His absence was due to a distressing but not alarming indisposition for three months before the meeting, but from which he recovered soon after.

All the past presidents of the Department who were at Detroit united in the heartiest kind of a cheerful telegraphic greeting which was so heartening, so buoyant, that he must have been more than half glad that he was not at the meeting.

THE SEATTLE CORPS.

One feature that has made for educational poise and power is the remarkable skill with which the teaching, supervisory and office corps has been constantly vitalized without being demoralized. Nothing is quite as reliable a test of supreme mastery of a situation as the uniform cleaning up of a corps without the necessity of a cleaning out.

It reminds me of the modern forestry as against the old-time deforesting. For instance, at Machias, Maine, is an unusually successful lumber mill company owning a forest as large as the state of Delaware. Until fifteen years ago they cleared off several square miles each year, leaving the stumpage valueless. For the past fifteen years they have cut off more timber than ever before, and the forest has been worth more at the close of each year than it ever was before. They cut no tree that is not more than ten inches through, and the growing trees that remain make more timber each year than all that is cut off.

This fairly represents the skill with which Mr.

Cooper has constantly brought into the system from places like Newton, Brookline and Somerville, Massachusetts, the vivacity and vitality of the East, so that retirements when they have come have been imperceptible.

Of course this is possible in a rapidly growing city as it could not be in a crystallized community.

SEATTLE'S PROSPERITY.

One can never single out any feature of glory in the Puget Sound country without recognizing that much of it is due to the general condition of the Sound country. For instance, Seattle, with the help of Tacoma, is the fourth largest shipping port in the United States, the largest on the Pacific Coast, which is indeed glory enough for a young city.

EVERETT.

Another cause for much rejoicing is the educational evolution, aggressively progressive, of Everett under the leadership of Superintendent Charles R. Frazier and a Board of Education without a parallel on the Pacific Coast in that it has the same personnel with one exception that it had when Mr. Frazier went there nearly ten years ago. That bespeaks confidence unprecedented.

This is all the more remarkable because the Board has been investing money in school buildings and equipment almost beyond the record even on the Pacific Coast.

The "school centre" has four exceptional buildings, which make a group not easily matched in any other city of 30,000. In addition to the high school and grammar school buildings are two large, stone, entirely up-to-date buildings, one for the manual and vocational arts, and the other for commercial work.

Everett has boulevards everywhere in the city and stretching everywhere into the country round about, but when I first knew Everett there were only two streets that had the huge stumps removed. It was high art to drive on a street where the highway (?) was so serpentine as to keep one swaying from side to side as he twisted around the stumps. It makes one wonder if his recollections are real or only dreams as he is whizzed over elegant boulevards for many miles.

There is always something on each visit, no matter how often visits come, that stands out so distinct as to be a new and ineffaceable impression. This time it was a sawmill.

The mills and yards cover sixty acres, and we saw stacked up on vast acres 40,000,000 feet of boards and other lumber. It is impossible for any one to get the faintest impression of the beauty of 40,000,000 feet of fresh sawed lumber, scientifically piled.

It is the only sawmill in America that is wholly run by electricity with an individual motor for each machine! Three hundred individual motors,

each making a machine independent of any other machine! And all this electrical power is produced by sawdust that elsewhere is a nuisance. And they do not even shovel the sawdust into the furnace, but merely suck it in when and where needed, thus keeping every part of the vast plant with its three hundred machines clean and providing power at the same time.

I have kept fairly well in touch with every kind of industry, but I could but exclaim as I wandered among train loads of lumber, acres of stacked boards, three hundred of the most modern machines that are almost human in their intelligent activities, and then saw the scheme for cleaning out all sawdust and feeding three hundred electric motors with power at the same time, When will wonders cease!

BELLINGHAM.

But it was left for Bellingham to give the keenest thrill, for here a new wonder was in demonstration, an educational wonder.

I was in the state of Washington the first year of the establishment of the state normal school. This was then Whatcom. Indeed, the Bellingham of today was then four different municipalities, of which Whatcom and Fair Haven were the most important.

Dr. E. H. Mathes was the president until about two years ago, when he was succeeded by Hon. George W. Nash, whom I knew as professor in Yankton College, as state superintendent of South Dakota, and as president of the normal school of Aberdeen in that state.

I had known the city, the normal school and Mr. Nash for twenty years, but I found that I had not known the combination.

Here is a normal school that has doubled its professional enrollment in little more than a year, that had a definite professional registration when I was there in April of more than a thousand, making it one of the eight largest state normal schools in America.

A more beautiful location could not be, with the mountain forests of evergreens creeping up to the back doors, glorious Puget Sound—isle-dotted and forest-fringed—stretching out to the sunset, and the wonderful Olympics giving their benediction in the horizon.

Seattle and Tacoma, Everett and Bellingham, something wonderful in them all!

To have seen most of this evolution makes a Bostonian feel as though he were almost a Washingtonian.

THE RURAL SCHOOL—ITS POSSIBILITIES

BY ELLA FRANCES LYNCH

If I wanted to astonish the American public with an experiment in education, as radical in conception as it would be illuminating in results, I would establish in a farming community an elementary school whose curriculum should be confined to the teaching of the three R's.

I would have a decent, attractive building, simple furniture, two or three rods of blackboard, either slate or slated cloth, good writing materials, a typewriter, a good dictionary or two, and a small library of my own choosing.

My pupils would be between eight and twelve years old, neither too young nor too old to be willing to learn. I would teach the beginners an hour or so each morning and send them home so that I could give the rest of the day to the older children.

I should have a clear understanding with the parents as to the rightful status of a school,—an institution created to assist the home in educating the children,—bound to do certain work assigned to it in the present division of labor,—and bound to achieve certain clearly defined results. I shall insist that parents who furnish the pupils and pay the tax shall take an active interest in school administration; that the school is an outgrowth of the home instead of the home being a convenient appendage of the school; that the child could very well dispense with the school's influence and still become a desirable citizen, but that the school can by no means offer a substitute for home influence and teaching; that

the school shall neither interfere with the rights of parents nor attempt to relieve them of their responsibilities.

I shall teach the children that the claims of the home take precedence over the claims of the school. Our morning talks will make clear the fact that children who come to school without having helped their mothers with the housework might better have stayed at home; that no child who is not helpful, respectful and obedient at home is worth teaching, and that the effort spent in trying to educate him is thrown away.

The children will study their books at school and go home to do the chores and other work, in this way earning their pasturage, if not board and clothes. Monday mornings the girl will stay at home to take care of the baby while her mother does the washing, perhaps running over to school by eleven o'clock or else in the afternoon. The boys will help with spring planting and harvesting, attending school in their spare time and on rainy days.

In my school, obedience will not be an "elective," nor will children be coaxed into being good and getting their lessons. We shall use reason on reasoning beings, not on little children whom God expects us to train and guide with bridle and bit until the fountain of reason shall become regulated. Not only must he learn "thou shalt" but the great prohibitive "thou shalt not."

We shall utilize natural incentives,—the child's craving for occupation, his curiosity, his desire for knowledge, love of the wonderful and beauti-

ful, the pleasure of success,—all the great actuating principles of childhood. Corporal inflections will be one of the last resorts.

I shall not make things "easy" for the children. I shall teach them that an undertaking has value in proportion to its difficulties. I shall seek to create the working spirit, stir ambition, arouse dormant energy, harness a willing spirit to a load that is neither too heavy nor too light.

I shall teach the boys and girls how to work without loss of time. Friday afternoon must leave them more capable workers than Monday morning found them. They must learn that industry is wealth; and that mastering one task is the best preparation for another task.

Children have sense enough, in the overwhelming majority of cases, to like justice better than weakness; to prefer the disciplinarian to the lackadaisical teacher. I shall not trust to sentimental sweetness to lead healthy and mischievous, or erring and belligerent, children to love their teacher and to yearn for books. They must know from the first that nothing will be required of them that they cannot do, but what is given them must be done. They must learn that God has given them mind and will for a purpose and that their teacher is bound to train them to use these gifts.

I shall habitually address the pupils in the choicest English at my command; and I shall never permit myself to reprimand in words or manner that will leave a sting. But what is honest and right will have first place, rather than what may be tactful. "Don't bring to me such a piece of work as that" may sound ungentle and even contrary to educational precept, but tempered with "If you could do no better, I would accept it," expressed or understood, puts a different face upon the rebuke and removes any reality of harshness.

I shall not accuse a child of stupidity because he does not learn what I want him to learn in the way I want him to learn it. I shall try instead to discover what is wrong with my teaching.

I shall not invent ways for the children to kill time quietly when they have nothing useful to do. Every child will work at something worth doing while he is in school, and when something worth while is accomplished I shall send him home or out to play. He shall not get the notion of the school as a playroom.

I shall study the criticisms made of schools in general and set out to eliminate from my schools the faults complained of. Making out a list, like Benjamin Franklin, I shall take one at a time and spend a week in remedying that weakness. Next week I shall attack another, and by daily effort and nightly reflection substitute a virtue for what had been a failing.

Our aim is a common school education, not merely ready-made knowledge. The test of success will be in the progress made by the children in elementary subjects, so that the parents can note constant improvement in training, increased usefulness about the home, increasing interest in practical duties, and a liking for worth-while books. School examinations will be reckoned

at their true value as tests of the teacher's ability rather than of the children's progress.

It may be protested that I cannot compel children to attend such a school. I shall not try. Instead of being compulsory, I shall make schooling a privilege. Then we shall hear no more of "compulsory education." Tom Sawyer wanted his fence whitewashed, so he permitted the boys to do the work for him, charging them well for the privilege. Here and there would be a boy who would stay away unless compelled to attend. The school is better off without him and the boy is losing little, sentimentalists to the contrary. The school contributes nothing to the education or the betterment of the idle, lazy and disobedient boy, cajoled or forced into passive goodness for a few hours a day. No school that I have ever known will prevent such a child growing up into a loafer, a menace to society. I do not say he cannot be reformed, but I do say that so long as the home lets him run wild, just so long will the school be unable to reform him.

ELIMINATING TRUANCY

[Editorial in Boston Herald.]

Dr. Franklin B. Dyer's assurance that the boys of Boston have almost ceased to be "absent from school without leave" turns a new page in the history of truancy and brings the end of this disagreeable volume well in sight. In the old days the vagrant habits of these absconders were the torment of educators and the despair of parents. The lads recoiled from pedagogy either to work mischief in the city streets or to inflict their wayward ways upon the suburbs. Depredations of all sorts usually marked their cross-country career and not a few of them graduated into correctional institutions. All this looked like "cussedness" in the boys, yet most of the evil came from the failure of the school to make education interesting. It has taken us years to realize that young folks are not primarily studious but primarily active, and that a goodly dose of doing must be added to learning if the school is to win their interest instead of arousing their aversion. In the new outlook of the educator, Superintendent Dyer tells us, "classrooms are not intended to be places of confinement, but big, pleasant rooms where boys and girls assemble to work at interesting tasks and play together under the leadership of a sympathetic teacher." We read that "the child to whom the printed page means nothing but revolt has 'found himself' when a tool is put into his hands"—has "waxed enthusiastic in the joy of accomplishment, and has amazed his teachers by his pluck and perseverance." This is the industrial side of our public school program, and it has proved such a solvent of the attendance problem that disciplinary or truancy cases, formerly from 300 to 400 in number, have been reduced to seventeen, while even of the seventeen it is reported that they have been formed into a separate class under a teacher who is especially successful with boys of this type, and are being returned to the regular classes as fast as is found desirable. An-

other encouraging result is that the industrial interest has quickened the taste for academic work, making it possible for forty per cent. of the boys who had turned away from both book and pen to go on to the higher schools. A system which can thus transmute truancy into achievement must have a sound psychology as its foundation.

THE ORGANIZER OF PLAY

BY HENRY S. CURTIS

The key to the success of the playgrounds is the person who is put in charge. But thus far in most places this person has been poorly paid and insufficiently trained, and there has not been sufficient appreciation of the difficulty of the task assigned to him. There are now about seven thousand paid directors in the playgrounds of the country, of whom about ten per cent. are employed for the year. This number is increasing rapidly from year to year. In both Germany and England the organization of play is mostly under the regular teachers, but, in this country, we have largely placed it in the hands of physical trainers. In the rural school the play must be organized by the teacher if it is organized at all, and the same will be largely true also in our city schools, except in so far as we adopt the departmental system and have special teachers for each subject. But we are undoubtedly to have also special playground teachers in all of our larger systems.

Young college men and women who have been accustomed to play, who are not obliged to take up at once some profession, are often desirable as playground directors. If the person is to really enjoy his work, he should love children, be a good disciplinarian, and be essentially democratic and a good mixer, for the playground is the most democratic place on earth, and the snob cannot possibly survive in it. There are at least five qualifications that are essential to any large success. These are: First, that he shall have the spirit of play, for a wooden director can make work out of any kind of game both for himself and the children, while another may discover a new joy in it for all; second, he must be a good sportsman and know what the requirements of sportsmanship are, for sportsmanship is the essential ethics of childhood, and a crooked director can implant crooked ideals in the mind of nearly every child; third, he must be able to secure co-operation on the part both of the children and the community. If the playground is to be really successful, it ought to be a sort of child's world which will appeal to the children and which they will look upon as theirs, and they should be willing to make any effort that may be necessary to secure its success; fourth, he must be a good organizer in order to get the necessary activities started and to keep them going; and perhaps more than all, he must

be able to create that sort of social atmosphere in his playground from which friendship and co-operation and the essential virtues of childhood grow.

Beside the regular directors in many of the larger systems, there are also a number of play specialists who have charge of industrial work, folk dancing, dramatics, athletics, gardening, and the like.

The attendance at all playgrounds varies very greatly at different times of the day, and in order to meet this condition it is desirable that there should be beside the regular directors certain unpaid assistants who will come in to help at these more crowded times. If the older boys and girls can be brought in to help as monitors and assistants in various places, it will oftentimes do much in the way of developing a spirit of co-operation among the children and relieve the director of many of the small but wearying details in the care of supplies, swings and other pieces of apparatus. It is a good thing, also, to have parents, especially in the early evening, assist as judges or umpires or in other ways. In a considerable number of cities, normal students or others who wish to secure paid positions in the playgrounds serve as apprentice directors for a summer or a portion of a summer in order that they may be employed later. Such unpaid assistants are of great value in supplementing the work of the regular director, but it must not be thought that a playground can be carried on successfully with volunteer assistants alone.

RELATION OF TEACHER TO COUNTY SUPERINTENDENT

BY ADDIE M. AYERS

Lewiston, Idaho

There should be the greatest sympathy and the strongest co-operation between teachers and county superintendent. County superintendents are overworked and have not the time to visit each school more than once or twice a term. Because of lack of supervision which it is possible to give, they try to carry on constructive work from the office by organizing boys' and girls' clubs, parent-teachers' associations, spelling contests and field meets; by suggesting the ways of managing industrial work, special programs, seat work and opening exercises; and by recommending professional reading matter, new equipment and ways of beautifying the rural school. Every rural teacher should make an effort to become acquainted with the educational policies of the state and county as carried on through the county superintendent's office and to act in perfect harmony with those plans and to try to put them into operation. In order to do so, teachers should read carefully all printed matter and circular letters sent from the county office. Answer all correspondence promptly. Send programs and reports promptly, as requested.—Idaho Handbook.

The keynote of the school fair is that it arouses the girls and boys.—G. C. Creelman, Guelph, Canada.

EDUCATORS PERSONALLY

NOTABLE WOMEN MEMBERS OF THE CALIFORNIA BOARD OF EDUCATION

Of the seven members of the California State Board of Education, having general supervision and direction of public instruction, two are women: Mrs. O. Shepard Barnum of Alhambra and Mrs. Agnes Ray of Oakland; each of whom has brought to the service of the state a personal force and influence that have materially contributed to the value and the efficiency of the board work.

Mrs. O. Shepard Barnum holds the office of vice-president of the board, and after the retirement of Judge W. H. Langdon from the presidency, filled that office until his successor was chosen. The variety of her interests in educational and social work as well as the tireless energy that animates them, is attested by the simplest record of the studies she has made and the offices she has held or is holding. Graduating as Mary Gilmore from the University of California with the degree B. L., she took post-graduate courses both at that university and at Radcliffe College, Cambridge, Mass. Returning to California, she was married to Dr. O. Shepard Barnum in 1897. Her professional career began as instructor in English at the state normal school at Los Angeles and was continued afterwards as principal of Cummock Academy in that city. She was chairman of the Department of School Patrons, National Educational Association, 1910-1912; chairman of the Department of Education of the General Federation of Women's Clubs, 1911 to 1914; chairman of the Pacific Coast Field Committee of the National Board of the Y. W. C. A.; has also served on Child Labor Committee, Social Service Commission of Federal Council of Churches, Special Collaborator United States Bureau of Education, and, in addition, has been a leader and earnest worker in the local activities of church and school, women's clubs and the Order of the Eastern Star, in Los Angeles and Southern California, generally.

Mrs. Barnum has notable vivacity of both speech and manner. With her knowledge is power. Belonging less to the purely scientific or the contemplative type of mind than to the executive, she naturally becomes a leader in all activities in which she engages, especially in those answering to her spirit of social service.

Mrs. Agnes Ray, who holds, and has held since the organization of the board, the position of Chairman of the Committee on Legislation, was born in Chicago, where she was graduated

from the high school, after which she entered the Conservatory of Music of the Northwestern University. Possessed of a fine singing voice and a high talent for both the interpretation and the composition of instrumental music, Mrs. Ray soon won recognition and appreciation as a church organist and as a teacher, serving in the latter capacity as principal of the Englewood School of Music at Englewood, Illinois, and afterwards as head of the department of music at Eureka Academy, Eureka, California. It is to be noted that in addition to the absorbing studies that music requires of its votaries, Mrs. Ray undertook along with them a study of drawing and portrait painting, taking lessons from some of the foremost masters of that art in Chicago and in San Francisco.

Devoted first to her professional duties as a teacher and, after her marriage to Fisk M. Ray of Oakland, to the care of home-making for husband and three children, Mrs. Ray for some years took little interest in club work, finding recreation by turning her varied talents to the writing of plays, some of which achieved a high order of success in the way of popularity as well as in winning the approval of critics. When, however, the movement toward the enfranchisement of women in California became a matter of something more than talk, Mrs. Ray took an instant interest in it. Entering upon the campaign of education in favor of the movement, she became president of the Equal Suffrage League of Oakland and held that position until womanhood suffrage was attained.

As her experience as a teacher fitted her for position on the State Board of Education, so has her service in politics in advancing the cause of equal suffrage, given her competence for the task of Chairman of the Committee on Legislation. Her work in that respect has achieved notable success in bringing about legislation for the good of the schools, as was shown by the bills passed at the session of the Legislature in 1915.

Mrs. Ray's most notable characteristic in public life is the serious earnestness with which she accepts and uses the responsibilities of office. Possessed in ample measure of the charm and grace of womanhood, her success as Chairman of the Legislative Committee of the Board of Education has been due not so much to these as to the tact with which she deals with different elements of support or of opposition, and the mental and moral force with which she impresses the rightness of her cause upon the understanding of all.

What I see in the Social Centre movement is a recovery of the constructive and creative genius of the American people.—Woodrow Wilson, President.

JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....Editor

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ILLITERACY CAMPAIGNS

We know of no one who has for half a century had a clearer, nobler, more patriotic educational vision than that of Mrs. Cora Wilson Stewart of Frankfort, Kentucky. While superintendent in Rowan County she appreciated the great affliction it was to individuals and to the public to have adults unable to read or write. There had been resolutions about illiteracy, lectures, sermons, editorials and magazine articles of infinite number, but no one had really started anything until Mrs. Stewart dared to believe that illiteracy could be wiped out of the third most illiterate state in the Union by 1920.

What Dr. Samuel G. Howe did for Laura Bridgman, which paved the way for the marvelous work with Helen Keller, Mrs. Stewart is doing for eighteen states already, and will ultimately do for forty-eight states.

No one can estimate the glorious achievement of eliminating illiteracy in a single state to say nothing of eighteen states, as Mrs. Stewart is now sure to do.

It is not merely that there are not illiterates but that they have been transformed into literates.

The world marveled at the wonderful intelligence of Laura Bridgman, as it does at the brilliancy of Helen Keller, but no one would have known that these girls had any appreciable intelligence but for the bridging of the chasm of sense limitations.

So has Mrs. Stewart revealed inconceivable ability and capability in many of these illiterates.

We never see the proofs of the accomplishments of these people in a few weeks and sometimes in a few days that we do not exclaim: "What wonders hath Cora Wilson Stewart wrought!" Really it is little short of the creation of new men and women.

Mrs. Stewart's latest demonstration of power is the teaching of illiterates in jails, prisons and penitentiaries. By the Fourth of July more than a thousand convicts in the South will celebrate their independence of illiteracy.

And not the least of all this triumph is the fact that Mrs. Stewart has become one of the most effective platform speakers in America. The reaction upon Mrs. Stewart is beyond expression in its significance.

VERMONT'S NEW COMMISSIONER

In the selection of Dr. Milo B. Hillegas as the successor of Dr. Mason S. Stone as state commissioner of education, Vermont enters upon an entirely new educational career.

Dr. Hillegas is one of the intensely, aggressively earnest young school men and will set a pace for the Green Mountain boys not surpassed in any other state.

He is a native of St. Johnsville, N. Y., is forty-four years of age, is a graduate of Rochester, New York, University; earned his doctor's degree in Teachers College, Columbia University; taught in the high school of Fort Dodge, Iowa, 1898-1900; taught in high school, Gouverneur, New York; principal at Chatham, N. Y., 1902-1908; assistant professor Teachers College, 1900-1910; editor-in-chief of the United States Bureau of Education, 1911; associate professor in Teachers College, 1911-1914.

Dr. Hillegas was secretary of the commission that investigated the school system of Baltimore, Md., in 1911. This was the first important school investigation conducted and Dr. Hillegas did much of the field work connected with it. In 1913 he was associated with the legislative commission that investigated the school system of Vermont. His particular part of the investigation was connected with the elementary and rural schools. In 1914 he investigated the schools in the House of Refuge in Randall's Island, New York. In 1915 he participated in an investigation of the Friends' Central School in Philadelphia and also of the system of schools supported in part by the Jeanes Fund. Dr. Hillegas is the author of a scale for the measurement of English composition, articles on education in Modern Greece and the Montessori method in the Encyclopedia of Education and a contributor of articles on education and universities and colleges in the New International Yearbook. He is a member of the Society of College Teachers of Education, and a Fellow in the American Association for the Advancement of Science.

HUGH S. MAGILL

One of the most interesting school men in America is Superintendent Hugh S. Magill of Springfield, Illinois.

He was elected from the township high school of Princeton, Illinois. At the time of his election to Springfield he was a member of the State Senate of Illinois, and had one year more to serve.

When he was offered the superintendency at Springfield he conditioned his acceptance upon two things,—that he be permitted to serve out his unexpired term—one year—and that he be permitted to retain his residence in Princeton in case he should care to be re-elected to the senate. Both conditions were accepted by the Board of Education.

He did not care to remain in the senate, but this year Governor Deneen has slated him, apparently, as his candidate for the governorship, as a leader of the reform element of the party, and he will undoubtedly make the race for the nomination with the probability of winning not only the nomination but the election.

Mr. Magill is easily the best campaigner in the state and he has always been a most skillful vote getter.

As superintendent of Springfield he has been a leader in educational progress, which has meant increased investment in the schools and the wreckage of many educational superstitions.

Naturally opposition was developed, and the other fellows put up a ticket that appeared to spell d-e-f-e-a-t for Magill and all that he stood for.

The superintendent presented a Pro-Magill and Pro-progress ticket and Mr. Magill went out on a campaign such as no other city in Illinois has known, we think, and he did some mighty hard hitting. He hits to hurt. State Superintendent Blair and other educators stood with Magill, and his triumph was one that will never be forgotten in Illinois. That school campaign and its result are among the factors that make him so sought for in the forthcoming campaign.

ANOTHER RELIGIOUS ATTACK

Periodically some group of people attack the public schools. Sometimes it is because there is no religion taught and then because there is too much religion. Sometimes it is the "religion" in the physiologies, sometimes it is in songs, sometimes in the literature, and often it is in the histories.

The latest case that has come under our observation is the attack made by the Episcopalians that school histories say that the Protestant Episcopal church was founded by King Henry VIII. A lively discussion has been started, and no one will be satisfied.

Personally we can see no virtue in any study of history or tradition that has been left on the side track by the march of progress.

It is no virtue of any kind—scholastic, religious or patriotic—that creates and continues a war of fact or fancy, of superstition or sentiment that ceased to be a live issue long ago.

School officials will do well to blue pencil every

statement that is put into the textbooks by someone who wishes to lord it over someone else through the public schools.

PRESIDENT HARRIS PROMOTED

President Abram W. Harris of Northwestern University, the greatest of all the universities of the Methodist church, has been elected to the secretaryship of the Board of Education of that church, which is, next to the Bishopric, the most significant post of honor in that church. President Harris has had an unusual series of successes: President of the University of Maine, president of Tome Institute at Port Deposit, Maryland, and succeeded President Edmund J. James when he went from Northwestern University to the presidency of the State University of Illinois.

WATCH WEST VIRGINIA

State Superintendent M. P. Shawkey of West Virginia is up for re-election for a third term. We had not thought it possible that he would or could have opposition, for he is one of the great state superintendents, one with few equals either in achievement or in the method and spirit of achievement, but it seems that there are those in West Virginia who think that two terms should be the limit for the state superintendent.

Keep your eyes on West Virginia and see whether the children or the politicians are appreciated by the people.

SALESMANSHIP IN SCHOOLS

One of the really remarkable developments of education that educates is the successful introduction of courses in salesmanship in public high schools.

All of this achievement is due to the vision of one person. We know of nothing in modern education that is uniformly successful and universally appreciated that is not fundamentally the conception and demonstration of one person.

It is eminently fitting therefore that there should have been organized "The Prince Graduate Association" in appreciation of Mrs. Lucinda W. Prince, wife of Hon. John T. Prince. We use elsewhere in this issue extracts from the address of Isabel Craig Bacon, director of salesmanship in the Boston public schools, read at the banquet given in Mrs. Prince's honor at Hotel Biltmore, New York City, on February 17, 1916.

NEEDLESS ANXIETY

There is much alarm in some quarters lest the superabundance of multimillionaries on the New York Committee of the Meeting of the National Education Association in that city should lead to some subserviency on the part of the association in some undesirable way. Such fear is needless. The business meeting in New York City will be as heroic as any that has ever been held. There is no danger of anything that is undesirable along conservative lines capturing that business meeting.

TOWLE'S TOURS

Ralph E. Towle, whose management of the Excursions of the Bureau of University Travel made the Bureau world-famous, was one of the great sufferers in business by the tragedy in Europe and he has assumed the management of the Travel Department of the American Express Company, 65 Broadway, New York.

Secretary D. W. Springer has appointed Mr. Towle as representative of the company as the official agent of the National Education Association in connection with the New York meeting.

There are already arranged some matchless opportunities to see Bermuda, Nova Scotia, Newfoundland, Porto Rico, Panama, Costa Rico, Cuba and Jamaica. Of course they have arranged for all sorts of excursions throughout New York State, the White Mountains, the Maine Coast and Canada. Even if you are not now contemplating any of these trips you cannot do less in justice to yourself than to send at once to Mr. Towle (65 Broadway, New York) for the plans already arranged.

NATIONAL EDUCATION ASSOCIATION

So far the speakers that have been definitely announced for the general sessions are as follows: President Wilson; Former President Taft; Chinese Minister H. Wellington Koo; Albert Shaw, editor, Review of Reviews; Thomas Mott Osborne, former warden of Sing Sing; Senator Owen of Oklahoma; President Charles R. Van Hise, University of Wisconsin; Cora Wilson Stewart, of Kentucky; Ella Flagg Young, of Chicago; United States Commissioner of Education Claxton; William A. Wirt, of Gary; President G. Stanley Hall, of Worcester; Professor John Dewey, of Columbia.

MISS BOEHRINGER A CANDIDATE

Miss C. Louise Boehringer, county superintendent of Yuma County, Arizona, who declined to be a candidate as state superintendent two years ago, has announced her readiness to seek the state office this year. Miss Boehringer is not only one of the most popular educators in Arizona, but there is probably no one outside of the state institutions who is as well known nationally. She is a graduate of Teachers College, Columbia University, New York, has been the head of the Training School of Springfield, Illinois, and of a Missouri state normal school, and has held a similar position in the summer session of the State University of Missouri for several summers. No one in Arizona could bring to the office greater professional fitness, either in preparedness or experience.

THE N. E. A. BREAKFASTS

Arrangements have been made for "The Breakfasts" at Prince George Hotel, 7.30 a. m. Price, 75 cents. The hotel is centrally located on 28th Street, between Fifth Avenue and Madison. This will be one of the distinctive features of the New York meeting. No speeches, but Hot Shot Questions and Gatling Gun Answers. A sort of Ford Hall scheme intensified. Come without

ceremony. All you need is 75 cents, and you will have what Roosevelt styles a "Bully Time." Incidentally don't forget to write O. M. Plummer, North Portland, Oregon, that you want to eat a \$2 luncheon at the Waldorf-Astoria (!) in honor of President D. B. Johnson by the Department of Administration, N. E. A.

IN HONOR OF SHOOP

The alumni of Chicago Normal School made the annual Teachers' Day at the college an occasion of appreciation of Superintendent John D. Shoop, who addressed the gathering in the afternoon. Several thousand public school teachers, pupils and parents witnessed the exhibition of the work of the children in the schools of Chicago and other schools of Cook County. There is enthusiasm as well as harmony in the educational life of city and county that speaks well for all concerned.

UNFAIR TO RURAL SCHOOLS

State Superintendent W. D. Ross of Kansas says: "Almost one-half of our pupils and more than one-half of our teachers are in the one-teacher rural schools. And yet we are expending but one-third of our school budget upon them. Although our rural schools are of approximately equal attendance and more than equal importance as compared with our graded schools, they have shorter terms, lower salaries, and generally inferior conditions under which to do their work."

The Presbyterians have created a General Education Board. The new board is a consolidation of the college board and the board of education, and is composed of thirty-six members, eighteen ministers and eighteen elders. They were appointed at the closing session of the assembly and will hold a meeting soon to elect officers and decide upon the location of their headquarters. Several cities, including New York, Chicago and Philadelphia, are contestants for the honor.

Major R. Moton, a negro of unmixed blood, who has been installed as principal of Tuskegee Institute, will carry forward all plans of the late Dr. Booker T. Washington. He already has the hearty support and confidence of those who gave Dr. Washington the financial support that made his success possible.

Chicago Board of Education is promoting a lively campaign for the cleaning out and cleaning up of vice resorts in the neighborhood of schools. Every city must take the stand that such resorts shall never be near schools.

Politics never made stranger bed-fellows than when Chancellor Day of Syracuse University is the chief promoter of Colonel Roosevelt.

New York City will invest \$5,000,000 in new school buildings this year.

"Saving daylight" is the latest fad, fancy, or freak of promoters.

July 3-8: National Education Association, New York City.

THE WEEK IN REVIEW

A MENACING NOTE FROM MEXICO.

The long-heralded 12,000 word note from Mexico is distinctly menacing and truculent. It charges the United States with bad faith; describes the punitive expedition sent in pursuit of Villa as an invasion of Mexico; intimates sarcastically that if the United States, undisturbed by other military operations, is unable effectively to protect its own border, it should make allowances for Mexican difficulties, insinuates that Mexican revolutionary movements have been aided by the United States, demands the immediate withdrawal of American troops, and declares that, if this is refused, the Mexican government will be left no alternative save to defend its territory by force of arms. After all allowance is made for Latin-American rhetoric, this note, taken in connection with the formidable concentration of Mexican troops in northern Mexico, creates a threatening situation.

A GREAT NAVAL BATTLE.

The result of the first great naval battle of the war is a keen disappointment to Great Britain. For twenty-two months, the German navy has been practically "bottled up" at Kiel, and the British navy has been constantly on guard to keep it from emerging. The British sailors have been impatient for an engagement, and it has been confidently assumed that, when the German ships came out, they would suffer for their temerity. But, in the battle between Skagerrak and Hornsund, in the channel connecting the North and Baltic Seas, the German ships had the best of it. The earlier despatches, which came from Berlin, were regarded with some distrust, but the British admiralty frankly admits the loss of three battle cruisers and five destroyers. It is a heavy blow to England. Reports of the German losses vary; but they were much lighter than the British.

WILSON AND PEACE.

Those people—and there seem to have been a good many of them—who expected that President Wilson, in his speech at the conference of the League to Enforce Peace, would make a direct offer of mediation or outline terms of peace, under-estimated his discretion and good sense. In the apt phrase which he used to indicate his purpose, it was not a program but a creed which he sought to express; a creed which covered the right of every people to choose its own sovereignty; respect for the rights of small states to their sovereignty and their territorial integrity; and an end to all disturbances of the peace originating in aggression and disregard of the rights of peoples and nations. This is a high ideal, but not so high that it should be impossible to realize it.

AS TO POSSIBLE MEDIATION.

As to possible mediation, the President was at pains to make it clear that, if it should ever be the privilege of this country to suggest a movement toward peace among the nations now at war; the basis must be "such a settlement with regard to their immediate interests as the

belligerents may agree upon." It would not be our part to outline such a settlement, for we have nothing to ask for ourselves, and we have no part in the quarrel. But—and this is the fundamental purpose of the League to Enforce Peace, before which the President was speaking—we should seek to bring about a universal association of the nations to maintain the inviolate security of the seas, and to prevent any war being begun either contrary to treaty covenants, or without warning and full submission of the causes to the opinion of the world.

MORE NEUTRAL TERRITORY INVADDED.

The week has brought another invasion of neutral territory by the Teutonic allies. This time it is a force of 25,000 Bulgarians which, after serving a summary notice, has taken possession of Forts Rupel, Dragotina and Spatovo, six miles within the Greek frontier. The difference between this incident and that at the beginning of the war when Germany treated the treaty guaranteeing Belgian neutrality as "a scrap of paper" and invaded Belgium is that the Belgians rallied instantly to defend their territory, while the Greeks feebly left the forts which the Bulgars had ordered them out of, with only a few shots fired. But the Greeks are weakened by the pusillanimity of their King, who, from the beginning, has played into the hands of the Germans, so far as he dared. It may be, however, that this Bulgarian invasion may arouse Greece to action.

THE SEIZURE OF MAILS.

The note addressed by our government to Great Britain and France, protesting against the illegal seizure of mails, and insisting that only a radical change in the present policy will satisfy this government, seems to have produced very little impression upon the public mind, either here or abroad. Possibly this is because the concessions which it contained went far to mitigate the severity of the language used elsewhere. If the belligerents have the right, as the note concedes, to seize mail matter which includes stocks, bonds, coupons and similar securities or money orders, checks, drafts, notes and other negotiable instruments, but have no right to seize correspondence, money-order lists, etc., how are they to determine what they have or have not the right to seize without opening the letters and holding back the mails for that purpose? That is the question which suggests itself, but seems not to have been considered by the state department.

SCANDINAVIAN CONCESSIONS.

Almost at the very moment when this strongly-worded letter was being despatched to Great Britain and France, the Danish and Norwegian steamship lines were making concessions under which they agree voluntarily to permit their steamers to visit Kirkwall and submit to search without the formality of seizure at sea. This is practically an admission that the belligerents

"THE CHILDREN'S CRUSADE" IN CINCINNATI

BY FRANK WARD BURGOYNE

At the May festival concert in Music Hall, Cincinnati, the joy and pride of the citizenry and especially the parental heart of Cincinnati naturally and properly knew no bounds. The principal choral work of the musical legend or cantata which constituted the entire program was performed with manifest understanding, with marvelously correct and effective musicianship and with that fervor of the youthful heart that sparkles with spontaneity and genuineness by some eight hundred children from our public schools.

This musical panorama is a musical setting, by Pierne, of Marcel Schwob's narrative in verse, which assembled from historical and legendary accounts a beautiful and touching and inspiring story of this movement in the thirteenth century on the part of many thousand boys and girls banded together to journey forth and recover Jerusalem.

The information regarding this occurrence, which may be called historical, is gathered from various sources, there having been no one chronicler so situated as to know it and report concerning it as a whole.

A great many false and fanciful tales gained circulation and more or less credence, as was inevitable in those days, especially in connection with anything in the nature of a religious revival. This project, originated and executed by juvenile zealots, was a sensational occurrence of just the sort to produce a bumper crop of rumor and romance.

The composer divides his work into four parts—The Forthsetting, The Highway, The Sea, The Savior in the Storm.

Everything conspired to make this as nearly a perfect performance as could be imagined. This is the time of year when voices are at their best in this climate. The singers were confident of doing their best. It was a request program and the audience was known to be eager to hear it. The soloists were ideally suited for their roles.

The women's chorus, representing the mystic voices that called to the children to set forth "for Jerusalem, where Jesus waits," was a delicately and perfectly balanced group of pure, sweet voices, singing from high up in the rear part of the stage. Their music was serenely beautiful.

The chorus of men, representing sailors, sang with splendid certainty and energy, producing striking effects.

Then the children, they of the title role, how can the beautiful quality of their composite tones and the perfection of their musicianship be described? The mere mention of them to those who heard them will recall it all better than words could describe, for it will live long and vividly in memory. Whether intoning exultantly their holy anticipations, or happily the picturesque surroundings of their pilgrimage, or their looking

wonderingly at the sea, or their fears and faith in the face of danger, or their final jubilant hallelujah, they sang with intelligence, confidence and fervor.

To what or whom are the people indebted for this immensely pleasurable and profitable feature of the festival? It is not simply to its good fortune in possessing juvenile residents with such exceptional musical gifts that they can do these exceptional things.

It is not wholly because of their splendidly efficient special training by Professor Alfred Hartzel, though so successful a chorus master, with such an understanding of his work and such a command over his workers, is an invaluable factor in achieving complete results of cultivation and the highest degree of proficiency.

But back of all this there must be an "area" (to borrow from the forecaster's vocabulary) in which this fairest of festival days originates; there must be regular methods and habits of instruction in the department of music of our public school system which provides an aptitude and an inspiration out of which such superb attainments develop.

A consultation with Professor Walter H. Aiken, supervisor of music in the Cincinnati public schools, sustained the writer's hypothesis and revealed to him the possession on Mr. Aiken's part of ideas and a spirit that constitute the principal single source from which the tributary streams of musical inclination and ability arise and are directed to flow together to make up the flood of melody and harmony that empties into the hospitable sea of grown-up music lovers' hearts at Music Hall.

He thinks of the thousands of his musical disciples as related to the 20,000,000 of children in the United States who sing every day at school. He realizes that here in Cincinnati it costs but forty-nine cents per year for each child's education who sang at the festival last evening. What a trivial outlay for such a cultural treasure and civic asset!

He broadly and nobly conceives of his responsibility and opportunity, as well as those of his able assistant teachers of music and all the principals and grade teachers associated in the work, as embracing the training of the city's whole school population in the love and cultivation of musical art, involving the character of music it sings, the character it sings into music, the music it sings back into character, the knowledge gained in it and the spiritual strength awakened by it in all these young hearts.

Mr. Aiken's sentiments and philosophy in respect to school music accord with those of Thomas Tapper, the writer of the music books, who has remarked that "we are not teaching a part of education; we are dealing with the very breath of it; we are supplying the spirit of it all. The youth sent out into life with some years of school music mingling with the rest of his learning is not merely polished a little brighter in one spot; he is alive farther in."

It is seventy-two years since music was first

given its foothold in the public schools of Cincinnati. It has been identified very helpfully not only with the city's cultural progress, but with the extension of its commercial interests, for its growth as a musical centre has encouraged the establishment of large musical instrument factories and houses dealing in musical supplies as well as the adoption by hundreds of men and women of music teaching as a profession.

But the thing that interests us most immediately and deeply at present is our having an administration of this department that heartens and delights us through its fundamental and essential part in the production of the children's chorus of the festival. Public expression of appreciation and gratefulness is due to its conscientious, competent and high-minded head and every one connected with him.

It was Frank Van der Stucken who some years ago instituted the custom of preparing the pupils from the schools for participation in our great biennial musical events, and he is remembered in this connection for what this happy arrangement has meant to the music-loving public, to the children themselves, and to their parents, who are admitted to the final rehearsals in which the great orchestra and great soloists take part.

We are thankful for our enjoyment of the children's concert work and for its drawing our attention to the good work that is going forward in our schools.

In no other city in this country or in the world is this immense contribution to artistic life used or conserved as it is in Cincinnati.—Cincinnati Commercial Tribune.

WE OUT-GREEK THE GREEKS

American boys—even city boys—are often better developed physically than the ancient Greeks. And every record of the ancient Greek but one—the broad jump with weights, which isn't practiced to any extent—has been broken by New York city school boys. This was discovered recently when sixty boys equal to the best of the Greeks were needed for a Shakespeare masque at the great out-door stadium of the College of the City of New York.

It was no long and discouraging task to find those boys. On the contrary, 200 applied at the first opportunity. Practically all of them not only met but surpassed the best of the ancient Greek standards both in measurements and in physical tests. The sixty who had most time for rehearsals were chosen.

Civilization, which has freed us from the superstitions of exposure and torture in developing strength and courage, has, of course, brought with it possibilities of ease and softness unknown to earlier peoples. But the advantages of sanitation, better food, better knowledge of how to live seem to have more than compensated for any of the disadvantages.—Bangor Daily News.

A VIRILE SCHOOL SYSTEM

Atlantic City, New Jersey, may well be numbered among the most advanced, the most aggressive and the most firmly consolidated of school systems.

Happily provided with good school buildings of modern type, with strong teachers, and under the most thorough supervision it takes its place among the best of school systems everywhere. Under Superintendent Charles B. Boyer none of the important features which add to the completeness of a modern school system have been overlooked. If they have not all been put into full effect it is merely that the board has not taken full action thereon. Superintendent Boyer's touch and his thoughtful forecast of needs will always show to his board what may be lacking to keep the school system of Atlantic City close to the head of the procession.

As might be expected the high school under the efficient charge of Henry P. Miller maintains successfully its rightful place at the apex of the school system. With its forty-five assistants, not counting special teachers, there would naturally be room for varied instruction covering a wide range of subjects. Such an opportunity carries with it, of course, the danger of dissipating the strength of the instruction given or it opens the widest of opportunities to the pupils so fortunate as to have their lot cast in so well-ordered a community. Which is the outcome here none who know Superintendent Boyer or Principal Miller will have occasion to doubt. A school that in addition to the regular curriculum of the average high school can include the French, Italian and German languages and is just about to include Spanish can surely be said to have a sense of its responsibility in a cosmopolitan community like that of Atlantic City—and one daily growing more so. Any one who has visited much this seaside resort will recognize the many problems it has to meet, but the most searching examination will not reveal any weak spots in the school system, while an air of united intelligence and earnestness pervades the entire management of the schools and impresses itself upon even the casual visitor.

The educational atmosphere that hovers over a community may prove either exhilarating or depressing. Besides, there are small tokens that indicate the actual drift of affairs. One has, for instance, only to attend the wisely selected courses of lectures held in the comfortable auditorium of the high school building and open to the public, to realize how permeating the culture of the schools may become to a whole community.

Atlantic City has a fine co-operation of kindred minds in Superintendent Boyer and Principal Miller, not to mention others of the teaching force, and the whole people, including scores of visitors, are the fortunate heritors of a rich legacy thereby. A.

M. L. M., Ohio: I had taken the Journal for a number of years but discontinued it for three months, only to find that I needed it very much.

I. L. S., Illinois: I am very much pleased with the Journal of Education.

EDUCATION AT PHILADELPHIA CIVIC EXPOSITION

Philadelphia's big Civic Exposition (held from May 15 to June 10, 1916) was a place of dreams; but in no feature of the future depicted was the dream more splendidly visualized than in the education exhibit.

Public schools, colleges, industrial, art and schools of various kinds and the universities were all shown in a thrilling combination of reality and future glory—well expressed in the terse words, "What We Have and What We Want."

The value of realization was so thoroughly realized by the astute Board of Education that a generous appropriation was made for the arrangement of the public school exhibits as units, and for five handsome banners to be awarded as prizes from the board to the schools having the best displays.

The space set aside for education took a large part of the floor in the great auditorium of the Philadelphia Commercial Museums (adjoining the University of Pennsylvania campus), said to be the largest exposition hall on one floor in the country. An adequate arena was devoted to daily demonstrations, drills, etc., by schools assigned for the various days. One large section was devoted to cooking (at which parents could sample their children's products), one to sewing classes, others to trade school and to evening class demonstration. The "lantern slide library" (said to be the most complete of its kind) circulated like books in schools, and owned by the Board of Education, was shown. All the phases of the inclusive work of Philadelphia's modern school system were depicted by chart and diagram along with the pressing need for extension, larger provision and greater public interest. In the setting forth, the fact was emphasized that nothing yields such rich and permanent returns in human success and happiness as education; and that money invested in child welfare and culture is the safest and soundest investment, counting not only for today but for the larger and better tomorrow.

The University of Pennsylvania's display was also a notable visioning of the great and good work of a great and valuable asset and factor in the civic development of the great and growing metropolis for whose best development the university has been recently showing a vivid recognition and splendid activity.

The Philadelphia School of Industrial Art (with its fine useful art exhibits), Berea College (for manual training of colored students), the schools for the blind and for the dependent, etc., and the trade school of the Eastern Penitentiary (with rare handicraft by convicts) were among the scores of educational exhibitors.

Every day was an "Education Day" at the exposition for those who viewed the instructive picturized and schematic presentation of municipal activity in process—public safety, works, health, wharves and docks, charities, municipal research, institutions, libraries, economics, etc., of the United States Government and Pennsylvania State Departments, etc., showing things now being done and things expected to do.

No day was more interesting than that of Scientific Temperance, when "the hope of the future," the school children, en masse, sang the stirring state temperance song, "Pennsylvania Shall be Free"; gave patriotic drills; school orchestras played enlivening music; and speakers urged the children "to think, talk, dream and resolve" that the drink evil should be banished from city, state and nation.

E. R., Michigan: I certainly enjoy the paper and find it the most helpful of any school journal I have ever taken.

MORE TESTIMONY FOR HIGH SCHOOLS

373 McKinley Street, N. W.
Washington, D. C.

Dear Dr. Winship:—

I have read the report regarding sex morality in high schools with much interest. Probably there is no other teacher in the nation who has visited so many high schools for the purpose of influencing the moral life of pupils and consulting with principals about character education as I have. Let me add my testimony that there is no cause at all for singling out the high school for attack as conducive to sex immorality among young people. It exerts a very strong influence in favor of honorable conduct. The influence of bad girls and boys is widened by the aggregation of young people in a high school, but the good influence of boys and girls of high standards is increased for the benefit of all by the high school life.

The moral conditions in any given high school simply reflect those of the community. There is a strong desire on the part of all honorable citizens to gain better moral conditions for their community. By personal knowledge and experience most people know that cheating, lying, discourtesy, loafing, stealing, meanness is prevalent in the common life of every community, and that sex immorality is an evil among boys and girls and adults that results in disease, sorrow and character degeneration for very many, and is a menace at all times. The general public, including even those who are guilty, feels a keen desire for higher moral conditions of life, and is getting ready to insist on results from character education of children in all the institutions having responsibility for the bringing up of children—the school, the church and the home. The criticism which parents indulge in toward the school is a confession of weakness in the home and an expression of desire for more help from the school. If the high school can strengthen its influence over character development and help the home more effectively to produce grown-up children who are worthy of the devotion the parents have shown them, then the high school will win new gratitude. The policy ought to be not to refuse to accept responsibility for moral education of high school pupils but to accept a greater measure of responsibility, and to discover ways and means by which stronger influences can be directed to the growth of character in high school pupils.

Yours cordially,

Milton Fairchild.

A PATRIOTIC CREED FOR THE CHILDREN OF THE NATION

St. Paul, Minn.

Believing that the time is ripe for a national patriotic creed for the children of the nation, I ask the great favor of a little of your space to widely present the idea to thinking people. At the end of this letter is copied what I wrote out when the idea came to me, but it will please be understood that a national body, like the G. A. R., for example, should prepare the creed and have it approved by the President, thus giving it the official sanction of the nation's head.

In this way no race or creed could possibly take exception to its being repeated weekly or daily in our day schools and weekly in the Sunday schools of the nation.

Adequately written it might possibly rank with Lincoln's Gettysburg speech and sweep the nation, thus making for a more perfect amalgamation of our various race strains.

If the committee would draft a paragraph with special reference to an international point of view so that children in every nation would repeat daily a recognition

that the rights of their country ended where the rights of other nations began, it would surely have a beneficial effect in time. The knowledge that the children of the world were repeating daily a creed breathing good fellowship for all other children would in itself be an inspiration.

"I believe in the God of all nations who ever ruleth all things for His own great purposes. I believe in my country, America, born in the love of liberty and purified in the fires of maintaining it. I believe in her destiny as the great exemplar of freedom; in her honesty of purpose; in her high ideals for the best service of all humanity—a service of which I will be a part and which I will do my best to keep pure.

"I owe allegiance and honor to her flag and constitution before any other earthly interest, and conceive it to be my highest duty to so live day by day a clean and upright life that later on I may be worthy of American citizenship."

J. W. Hamilton.

PATRIOTISM IN PHILADELPHIA

A new departure marked the 1916 annual spring carnival of the live Philadelphia Home and School League. Under the stimulus of its founder and president, Mrs. Mary V. Grice, the league this year held no less than a dozen different, notable events in various parts of the city.

"Americanization" was the keyword of the whole comprehensive, spectacular plan, the object being to visualize American historical episodes for and by the children of the public schools.

The school districts were organized with "Holders" in each, from whom only could cards of free admission be obtained to the "Historical Review" in each district. Quantities of red, white and blue lead pencils played the financial part, these being sold through an organized chain system, from "Holders" (through "Leads," "Points" and "Tips") to "Stars"—the last being those who secured ten purchasers of pencils.

Dr. John D. Mahoney (West Philadelphia High School for Boys) acted as chairman of the efficient program committee.

In every case the Historical Review was a great success. The scenes were carefully chosen from significant events bearing on and impressing patriotism of the highest type. Of course "The Signing of the Declaration of Independence" led, with "The Landing of William Penn in 1680," "The Reception to Lafayette in 1824," "Penn's Treaty with the Indians," "The Making of the American Flag," "Lydia Darragh," etc. An impressive number was the presentation of the beautiful allegory, "History presenting a Wreath of Fame to Crispus Attucks and Negro Soldiers of the Revolution."

"Great American Inventors" were impersonated (including the men and women who devised the cotton gin, steamboat, locomotive, thresher and binder, telegraph, sewing-machine, telephone, electricity, aeroplane) accompanied by song and demonstration.

Musical features and dances were introduced, among them the "Colonial Minuet," the "Dance of American Beauties" and "The Melting Pot," in which groups of children in costumes of various foreign lands, singing their national songs, were shown entering a public school.

J. A. S.

C. E. M., Iowa: The Journal is excellent. We use it for our normal training classes, and it is a great help.

P. H. H., Kentucky: I cannot afford to miss an issue of the Journal of Education. It is beyond a question the greatest professional paper published.

BOOK TABLE

CITY ARITHMETICS. By William A. Boylan, district superintendent of New York, and Floyd R. Smith, principal of Public School 167, Brooklyn. Six volumes. First and Second Books for third, fourth and fifth grades. New York: Charles E. Merrill Company. Cloth. Price, 44 cents per copy.

New arithmetics are in demand. Every conceivable scheme is tried in order to get better results than have been secured by others. This is an heroic effort made by two efficient educators of New York City, a principal and a district superintendent, to achieve definite and large results.

In the first place they divide the work of the three years, the three arithmetical years of a pupil's life, into six half-yearly books, each with a definite amount of work to be accomplished, so definite that neither teacher nor pupil can be diverted from its purpose and the required results are such that there can be no question as to whether or not the half-year book is mastered.

The other great aim is the elimination of every needless phase of the work and the multiplicity of exercises for adequate practice for making the achievement certain. In it all the scheme is to reduce the teacher's interference with the pupil's work to the minimum and the pupil's development of power to the maximum. If the children are not masters of the art of using number skilfully and accurately when they have worked along the lines presented in these six books in the three grades, it would seem to be a hopeless task to try to attain arithmetical results.

HOW TO WRITE BUSINESS LETTERS. Edited by Walter K. Smart, head of the department of English of Armour Institute, Chicago. Chicago: A. W. Shaw & Company. Price, 70 cents.

This very practical book is based upon a study of nearly two thousand business letters and of the specific methods of highly trained sales specialists and of advertising experts. It shows the student how to answer actual, everyday correspondence with the best results. Many letters are reproduced in typewriter type so as to make the volume of the most practical use. To all who are interested in a study of business correspondence this book will be found more than usually helpful.

PRESENT DAY GEOGRAPHY. By Mrs. R. E. Brown, Granville, N. Y. Syracuse, N. Y.: C. W. Bardeen.

In this little book are given indispensable facts regarding present geographical conditions in Germany, France, British Isles, Belgium, and Austria-Hungary. We know of no place in which one can find such valuable information without political, social, or national bias, as here. Every one who would be well informed should read this book and every teacher of European geography must read it in order to be an intelligent teacher of her subject.

MANUAL TRAINING FOR RURAL SCHOOLS. By Lewis M. Roehl. Milwaukee: The Bruce Publishing Company. Price, 35 cents.

Here are a set of woodworking problems adapted to rural schools, selected by one who has had much successful experience in the leadership of country boys and girls along the line of farm mechanics.

CHILDREN'S SONGS OF CITY LIFE FOR THE KINDERGARTEN AND HOME. Words by Anna Phillips See. Music by Sidney Dorlon Lowe. New York: A. S. Barnes Company. Cloth. Price, \$1.

So far as we recall this is the first time that a school song book has been prepared especially for city children, giving them songs about everyday scenes and activities. There are songs about "The Window-box," "Brooks in the Street," "A Wet Street," "Cloud Boats," "Back Yards," "Round the Year with the Tree," "The Parade," "The Trolley Car," "A City Sunday," "The Organ-man and the Monkey"—twenty-seven songs in all.

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Eyes and Granulated Eyelids, No Smarting—
just Eye Comfort. Write for Book of the Eye
by mail Free. Murine Eye Remedy Co., Chicago.

EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

27-30: Maryland State Teachers' Association, Ocean City. Hugh W. Caldwell, Chesapeake City, secretary.

JULY.

3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

8-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

4-1: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers' Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

DURHAM. The Agricultural College graduates thirty-five.

MAINE.

LUBEC. Superintendent W. H. Sturtevant, who has the Eastport-Lubec District with 10,000 popula-

tion, has reason to be gratified with what is being done in these cities and in the way it is being done. There are a variety of problems presented by these two cities not the least of which is the fact that each city is a one-industry city—fish canning and packing of various kinds. Many families come in from New Brunswick for the long summer, the end of one school year and the first of another, and are never here for the body of the school year. This is surely a problem quite unusual. And some of the families positively refuse to send their children to school on the ground that they are not residents at all.

MASSACHUSETTS.

LAWRENCE. The trustees of the Industrial School have decided to establish a course for electricians employed as moving picture operators.

A tract of land containing nearly 200,000 square feet and valued at \$25,000 has been presented to the city for playground purposes by Edward F. Searles of Methuen.

The land is given on condition that the city provide an appropriation to put it into condition for immediate use and attend to its maintenance by annual appropriation.

BOSTON. William Orr, deputy commissioner of education, has resigned to accept a more remunerative position as senior secretary of education of the International Com-

mittee of the Y. M. C. A. of North America. Mr. Orr took office March 1, 1910.

He was born in 1860, graduated at Amherst in 1883, served as principal of Hopkins Academy of Hadley and Smith Academy at Hatfield, from 1888 to 1894 was science teacher in Springfield High School, and after 1900 submaster and master of the same school, becoming state deputy commissioner of education in 1910, with jurisdiction over elementary and high schools.

MONSON. Seth G. Haley of East Hartford, Conn., has just been elected principal of the Monson Academy for the ensuing year. Mr. Haley is a graduate of Bowdoin College, 1907. He has taught in Boothbay, Freeport, Me., has been principal of the Canton High School at Collinsville, Conn., and at East Hartford, Conn.

AMHERST. C. W. Marshall, for sixteen years principal of the Amherst High School, has resigned his position. He has accepted a position as teacher of Latin and English in the high school of Northampton. Mr. Marshall is an Amherst graduate, class of 1888.

SOUTHERN STATES.

TENNESSEE.

MEMPHIS. Tennessee is prepared to make great strides during

Cruise for Vacation on the Lakes

7 day Trip

5 day Trip



The Magnificent Steel Steamship **\$40**
"Minnesota" to BUFFALO
(NIAGARA FALLS) and RETURN
Including Meals and berth
via Charlevoix, Harbor Springs and historic Mackinac Island, stopping at Detroit and Cleveland, viewing both ways by daylight the beautiful scenery of the Detroit River and St. Clair Flats, stopping at all points of interest. Twelve-hour stop at Buffalo allows plenty of time to see Niagara Falls. **One way \$25**, including berth and meals. During season leaves Chicago Saturdays 1:30 p. m.

The Elegant Steel Steamship **\$27.50**
"Missouri" to SAULT STE. MARIE
and RETURN
Including Meals and berth
via Charlevoix, Petoskey, Harbor Spgs & Mackinac Island—running the "Soo" River by daylight, returning via a portion of Georgian Bay and the scenic Grand Traverse Bay, stopping at all points of interest. **One Way \$14**, including meals & berth. During season leaves Chicago Mondays 4:00 p. m. S. S. "Missouri" also makes a special trip each week to Onokama, Frankfort, Glen Haven and Glen Arbor, leaving Chicago Saturdays at 4:00 p. m.

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Walter Leroy Smith, President

156 Pleasant Street, Malden, Mass.

We also offer courses that prepare for clerks, stenographers, bookkeepers, stenotypists and secretaries.

the next ten years, S. W. Sherrill, superintendent of the educational department of Tennessee, told members of the Shelby County Teachers' Association at their final meeting of the year.

Dr. Sherrill, regardless of the rapid improvement which is being made year after year in the schools of Tennessee, is not satisfied with the course of study. He told Shelby teachers that children should be taught more of the practical things which will fit them better for the real problems of life.

"Tennessee is demonstrating the fact that she is interested in her young people," said Dr. Sherrill. "She spent last year about \$7,000,000 for the young people of the state, an average of \$8.65 per pupil. Tennessee gives one-third of the gross income of the state for education.

"The criticism we have to make for Tennessee is that the different counties are not as much interested in their own children as the state is interested in the children as a state. Shelby County meets the state halfway and furnishes the young people of her county a school of sufficient length to let her children complete a grade year.

"I was recently in conference with the southern superintendents for two days. The southern states recognize Tennessee as the leader, and one of the representatives of the national department of education told me that he had been all over the South and that Tennessee was in the lead. Professor Tate of Peabody College has a class studying state school legislation of all the states of the Union, and he said it was the consensus of opinion of the class that Tennessee has the most perfect school legislation of any state in the Union."

Miss Charl O. Williams, superin-

tendent of Shelby County schools, discussed the trip to New York that is being planned by some of the teachers to attend the meeting of the National Education Association in July.

The trip will be made via Cincinnati, Detroit, Lake Erie to Buffalo, Niagara Falls, Toronto, Albany, down the Hudson to New York, where the party will spend seven days. The return trip will be made by water to Norfolk, thence to Washington for two days of sight-seeing.

When the trip was first discussed it was thought that Shelby County teachers would have a special car, but the tour is attracting so much interest and the party is growing daily until it will take three cars to accommodate the crowd, and perhaps a whole train. Superintendent Cook of Arkansas has asked permission to join the party with some of his teachers. The state superintendent of Tennessee and other prominent educators will be in the party.

CENTRAL STATES.

KANSAS.

HOLTON. Dr. C. M. Siever, Jackson County health officer, is thought to be the leader in all America in his efforts for promoting public health, notable through the schools of a county. He issues a four-page paper (16 by 24 inches), illustrated. He makes an earnest appeal to all teachers to organize public health clubs and secure the appointment of a local public health official. We quote from his appealing circular:—

"We want a good, live Public Health Club in each school district.

Lack of Phosphates in the Human Body causes

Nervous Breakdown

Phosphates are a constituent of the bodily economy, and are always present, in normal health. When severe headaches, brain-fag, insomnia, loss of memory, nervousness, and similar symptoms assert themselves, it indicates a probable depletion of the phosphates.

Horsford's Acid Phosphate supplies brain, nerves and blood with the necessary phosphates in a convenient form, readily assimilated. It acts as a nutrient to the nerves, stimulates the secretory glands, and increases mental and physical activities.

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RUMFORD CHEMICAL WORKS, Providence, R. I.

B 46 5-16

This of course to be started at the school and then to take in the entire district. The teacher will kindly assist in this work by giving the membership cards to her pupils and asking that they, or their parents for them, fill out the information asked for and thereby become members of the club.

"To create an interest among the parents and outside members, I would suggest that public meetings be held at the schoolhouse once a month, or as often as the members see fit to hold them. The schoolhouse is becoming more and more the community centre and I know of no way the neighborhood could spend a more profitable evening than in discussing questions which concern the health of its people.

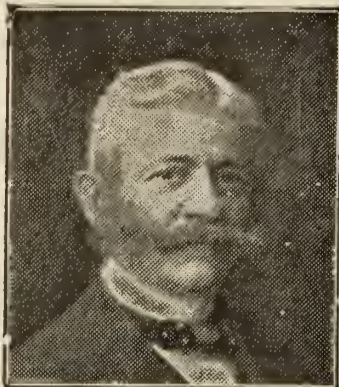
"Speakers of state and national reputation will be furnished free to a limited number, depending on the size and activity of the club, or where several clubs go together and arrange for a big meeting.

"Yours truly,

"C. M. Siever, M. D.

"County Health Officer."

KANSAS CITY. Superintendent M. E. Pearson and his corps of loyal and enterprising teachers have had one of the most significant and successful educational weeks staged anywhere. As the largest city in the state, Kansas City felt called upon to set an entirely new professional pace and she certainly achieved her responsibility. The Shakespearean Pageant in the City Park was far beyond anything of the kind ever attempted in the state. The Appian Way provided by the high school was worth any one's attention. State Superintendent W. D. Ross honored the occasion by devoting the entire week thereto.



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NEBRASKA.

LINCOLN. The Southeastern Nebraska Teachers' Association elected the following officers:—

President, Mrs. T. F. A. Williams, Lincoln; vice-president, J. K. Campbell, Wymore; secretary, Miss Frances Chathurn, Tecumseh; treasurer, E. G. Hopkins, Wilber; executive committee, Earl Meyer, Geneva; J. A. Doremus, Auburn; Mrs. T. F. A. Williams, Lincoln.

Six hundred and fifty-five teachers were registered the second and last day of the meetings.

OMAHA. The school children have cleaned up the dandelions, which had become a serious pest. Mrs. Arthur Crittenden Smith offered four prizes of \$10 each to the four children in four districts of the city who produced the most dandelion plants, root and all. In one district a boy delivered 8,350 baskets. His local competitor delivered 8,000.

The graduation address of the united high schools of the city was by Superintendent John D. Shoop of Chicago. The business men of the city, in appreciation of the honor of having Mr. Shoop with them, gave a dinner in his honor. Mr. Shoop made several addresses on the trip and was accompanied by a member of the Chicago Board of Education.

NORTH DAKOTA.

GRAND FORKS. Syllabi and their uses were discussed at length at

the fifteenth annual high school conference held at the state university, over which Professor C. C. Schmidt of the university presided.

A committee, composed of Superintendent P. S. Bird of Dickinson, Superintendent Bruce Francis of Minot, and Miss M. Fulton of Wahpeton, was appointed to prepare and recommend a syllabus for use in high school civics to the State Board of Education, and urge its adoption throughout the state.

That a syllabus also be prepared for use in the study of pedagogy was urged by the members of the conference. Superintendent E. L. Ludd of Mandan was named chairman.

A report on the instruction in music in the high schools of the state was given by Superintendent L. A. White of Williston, chairman of the music committee, and adopted by the conference.

It was decided to accept three of the units required for graduation from the high school from the study of music, and one of these units could be gained by private instruction by an instructor outside the school, certified by the State Board of Education.

The State Board of Education will also be asked to work out a plan for the certificating of private music teachers outside the high schools.

OHIO.

DAYTON. Advantages of a junior college with a course of two years were discussed by Frank W. Miller, superintendent of the Dayton public schools, at the open meeting held by the City Federation of Clubs at the Young Women's League.

"A junior college would not only keep the students at home for two additional years, but would prepare the student for his junior and senior years just as well as if he were sent away to college," declared Mr. Miller.

The junior college would prepare students to enter the junior class at a university. It was his opinion that such preparation could be done at home as well as away, if not better.

Not only will it profit the student

and parent, but it will raise the educational standard of Dayton and the country within fifty miles radius. Many families cannot afford to send their children to school for four years while they can do so for two years. Thus it will increase the percentage of college graduates.

Dayton is a traction centre. From all of the nearby towns students could come to the college in the morning, returning home at night. It will thus keep the populace from stagnating, and will raise the standard of schools.

A junior college will enable teachers to study at home instead of depending on the summer school. Superintendent Miller, on being asked what a junior college would cost, replied that he had estimated with an attendance of 300 students the first year about \$35,000. He stated that it was impossible to establish a junior college next year on account of expense, and that first something would have to be done about enlarging the high schools, but that he hoped to secure a junior college in time.

WISCONSIN.

SHEBOYGAN. W. P. Roseman has taken up his work at the head of the Sheboygan school system, succeeding Superintendent Leverenz. Everything points to a continuation of the progressive educational activity this city has experienced.

MINNESOTA.

MINNEAPOLIS. What should be the most important personal and professional characteristics of a school superintendent?

What are the most important things a superintendent should do to justify his position?

What characteristics are most objectionable in a superintendent?

What should a superintendent avoid doing?

Every Minneapolis public school teacher was invited, "even politely requested, not as an official duty but as a professional favor," to give free expression to the ideas suggested by the above questions and to submit the remarks, unsigned, to

Teachers—Get Big Pay— Government Positions

All teachers both men and women should try the Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$600 to \$1,500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. L 221, Rochester, N. Y., for large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Schools and Colleges

Superintendent of Schools Spaulding during May. The questions apply not only to the superintendent, but to assistant superintendents, supervisors and principals as well.

"Superintendents, supervisors and principals are constantly holding up before teachers their ideals of the excellent teacher, and perhaps as constantly analyzing and pointing out, in the light of their ideals, what they consider weaknesses in teachers," says Superintendent Spaulding in the bulletin. "Not infrequently pupils have been called upon to give expression to their teacher-ideals—to tell what in teachers they most liked or disliked. Whichever way she turns, the teacher is confronted with an ideal for her inspiration, or, in current language, a standard for her measurement.

"Superintendents, supervisors and principals have not the benefit of such universal and persistent inspiration and measurement. Hence, teachers can do these people a great service—a return service, so to speak—by formulating and expressing their ideals, by telling what they think a superintendent, supervisor or principal should be and do, what he should avoid being and doing."

The information gathered from this questionnaire "will be carefully studied and the results published for the benefit of all concerned."

ROCHESTER. Five miles out of Rochester there has been built a model one-room country schoolhouse. It is supplied with a modern heating and ventilating plant, up-to-date method of lighting, separate arrangements for the boys and girls.

William L. Mercer, county superintendent of schools, was instrumental in prevailing on the school board of the district to provide means for this new schoolhouse. He uses it to illustrate his talks to the school directors and the teachers in the other districts of the county.

Rochester supplies the teachers for the model school, through arrangement with H. A. Johnson, superintendent of the Rochester schools. Mrs. Ima Lockwood, teacher in the normal department of the Rochester High School, looks after the teachers in the school. One of her graduates always is in charge of what might be called post-graduate work and her budding

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SOUTHWESTERN STATES.

CALIFORNIA.

SACRAMENTO. The companion class plan for the city schools, as recommended several months ago by Superintendent Charles C. Hughes, including the necessary lesson and time schedules, has been adopted by the Board of Education. Beginning with the fall term, grammar grade classes will be installed at the Marshall, McKinley and Oak Park primary schools.

Intermediate schools, composed of the first year classes of the high school, as recommended by Hughes, were established at the Harkness intermediate school, Tenth and P streets, and the Oak Park grammar school, Cypress avenue.

At the time Mr. Hughes submitted his plan to the Board of Education he stated that he was certain his plan was feasible. His main idea in asking that his plan be adopted was to save

the city the expense of having to build classrooms. Under his plan the various classrooms are occupied every hour of the day; before they were vacant at stated periods.

The Hughes plan is not the Gary plan. It brings into use every classroom all the time, some of them twice over. A classroom is not used for anything that does not require a classroom. Many subjects, according to the plan, can be taught elsewhere as well as in the classroom, and under Hughes' plan will be studied in the kindergarten, in the halls, or somewhere else in the buildings. Physical training can be taught to better advantage outside than indoors in good weather, and it can be taught in the basement in bad weather, thereby relieving the classroom and giving it over to the study of another subject.

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The only modification, so far as parents know, is the fact that half the children come to school at 8.45 and leave at 11.25 and the other half come at 9.25 and leave at 12. In the afternoon one class returns at 12.50 and the other at 1.25.

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School Supplies

The catalog of school supplies from the Garden City Educational Company, 515 South Fifth Avenue, Chicago, just issued, is a concise and

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The Week in Review

Continued from page 633.

have a right to search the mails for contraband, and an arrangement to have it done with the minimum of delay. It is even suggested at Stockholm that time would be saved if the American authorities were to send the Scandinavian mail in the first instance by way of England instead of waiting to send it by Scandinavian boats, inasmuch as mail by way of London is received much earlier than that sent direct, which is seized at Kirkwall and forwarded later. These concessions complicate the situation as regards our supposed grievance.

AN EASY WAY INTO FRANCE.

Only twenty miles south of the great French fortress of Belfort lies the Swiss town of Porentruy. If the German troops could cross this salient of Swiss territory which juts into France south of Alsace, they could strike at the communications of the French line from Verdun to Alsace. But there is an obstacle in the way. Switzerland has a well-trained army of 260,000 men which could be mobilized instantly, if Germany were to try to treat her as she has treated Belgium. The President of the Swiss Republic, Camille de Coppet, in a recent interview, has stated that the Federal Council would never tolerate such a use of Swiss territory, but would immediately send into action the entire Swiss army, which is in splendid condition, and has just received an equipment of new heavy artillery. Germany is likely to think twice before she adds Switzerland to the countries arrayed against her.

THE "PORK" POLICY TRIUMPHANT.

The final passage by the Senate, after more than a month's filibuster, of the Rivers and Harbors bill, appropriating nearly \$44,000,000, is one of the scandals of the present session of Congress. Expert judgment agrees in regarding at least one-half of this enormous total as entirely unnecessary—a clear division of "pork" among greedy constituencies. Senator Kenyon of Iowa, who led the filibuster against the bill, described it accurately when he said that it would dump thousands of dollars into streams where commerce was rapidly disappearing, and other streams with less than a foot of water in them and which could not be recognized as such until you crossed them. The bill passed the Senate by a vote of 35 to 32. Only seven Republicans voted for the bill and only nine Democrats against it. The President has a chance to serve the country, at little political risk, by vetoing the bill.

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Bible Reading in School

[From Evanston, Ill., Index.]

In the general conference of the Methodist Episcopal Church in Saratoga, N. Y., resolutions were passed to urge all Methodists to give up the use of tobacco and to insist upon the reading of the Bible in the public schools of the United States.

In attempting the restrictions of the use of tobacco the conference is entirely within its rights, and since the effort is limited to the members of the congregations of the Methodist denomination, the matter is private in its nature. Not so, however, the insistence upon the reading of the Bible in the public schools.

Religious liberty has always been considered one of the foundation stones of the nation. It was the insistence upon the right to worship God according to their own light that brought the early colonists to America. It is a freedom which we have always granted to every sect and to every faith. It is un-American to attempt to inflict upon the children of one faith the tenets of another. It is unfair to insist upon the attendance of children in the public schools and to give them there instruction in the religion of another faith than that held by their fathers.

It is because they are not permitted to teach their doctrine--in the public schools that the Catholic church maintains its own educational system. The Protestant denominations have no more right to advantage themselves of the opportunity which the public school affords as a means of spreading their principles or creed. We must not forget that the public schools are the property of all the people, Catholic, Protestant, Jew, Gentile and agnostic, every faith and no faith. We cannot introduce the religious element into the training of the public school children and we cannot introduce the reading of the Bible without bringing in the element of religion. Some teachers could be relied upon to give only those passages which have to do with big moral principles, but it is not to be expected that all should have the knowledge of the Book to select wisely, nor the wisdom to refrain from the temptation to expound theories or doctrines held by themselves.

The ignorance of the average child of the contents of the Bible is a serious reflection upon the culture and the piety of the people in general, but the reading of a set number of verses each day as a part of the exercise of the public school program is not the remedy for the defect.

TEACHERS' AGENCIES

IT PAYS to wait for the fitting place. The Agency that recommends only is obliged to ask its candidates to be as patient until the right opportunity comes as they are ready to co-operate when recommended for a position. A recent example is shown in the following letters from a candidate recommended and elected to the commercial department of the Ithaca, New York, high school. January 17, 1916: "Will you please send me an enrollment blank by return mail?" Head of Commercial Department, High School, Ludington, Michigan. April 6, 1916: "About a month ago I enrolled in your Agency and as yet I have heard nothing from you. I want a position for next year and if you have nothing for me I will look for a position through some other means." The same. May 15, 1916: "I have accepted the position at Ithaca, N. Y., as head of the commercial department in the high school. . . . I wish to thank you for your assistance. I believe your recommendation means much to a Superintendent or Board of Education. . . ." The same. This candidate found it wise to curb his impatience and to **WAIT.**

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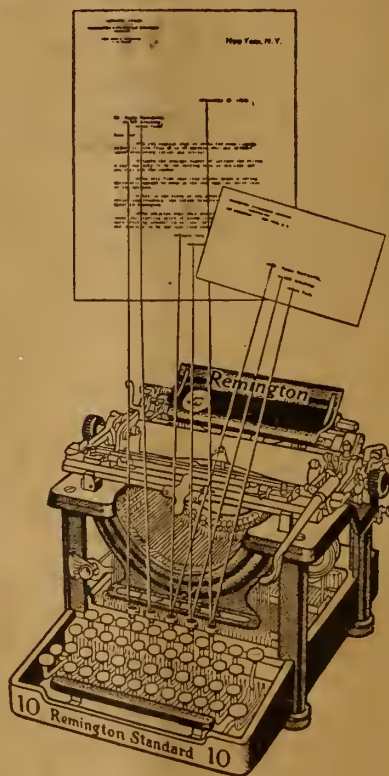
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THE WEEK IN REVIEW

HUGHES AND FAIRBANKS.

It was the expected that happened at Chicago, when the Republican National Convention, after two ballots, in which the Favorite Sons were given due recognition, nominated for President Charles Evans Hughes, associate-justice of the United States Supreme Court, by 949½ votes out of a total of 987. This was followed by the nomination for vice-president of Charles Warren Fairbanks of Indiana, who held that office during the Roosevelt administration. The circumstances were unprecedented in American political history, for Justice Hughes had not only not lifted a finger to promote his candidacy, but had resolutely refused to allow his name to go before the primaries, and, out of respect for his judicial office, had preserved absolute silence upon all public questions. The politicians did not want him, for they had learned, when he was Governor of New York, that he could not be managed or bullied. If ever there was a nomination made by the people rather than by the politicians, this is it. Mr. Hughes immediately resigned his office as justice and accepted the nomination.

COLONEL ROOSEVELT'S POSITION.

Meanwhile, the Progressive Convention had nominated Colonel Roosevelt unanimously. But he replied with the statement that he could not accept the nomination "at this time," and that, if an immediate decision were desired, he must decline. But he suggested that his "conditional refusal" be placed in the hands of the Progressive National Committee, with the understanding that, if Mr. Hughes' statements of his views should satisfy the committee that it is for the interest of the country that he should be elected, Colonel Roosevelt's refusal should be treated as definitely accepted; but otherwise, the committee should so notify the Progressive party and confer with him.

EARL KITCHENER.

The tragic death of Earl Kitchener, British secretary of state for war, is a great loss to England. He and his staff were on board the cruiser Hampshire, on a special mission to Russia, when, off the Orkney Islands, the vessel was sunk, either by a mine or a torpedo, and all on board perished. So great secrecy necessarily attends all movements relating to the war that it was not even known that he had left London until news came of the disaster. He had recently visited Paris and Rome for conferences with the French and Italian military authorities, and the visit to Petrograd was undoubtedly planned for a similar purpose. The Entente Allies are seeking—and are securing—a greater concert of action; and, so far as Great Britain is concerned, Earl Kitchener was the man chiefly relied on to bring it about.

THE CREATOR OF AN ARMY.

Great as Kitchener's services had been in Egypt and in India, he will be longest remembered as the crea-

tor of the great British army. The outbreak of the war found Great Britain altogether unprepared. In accordance with her traditions, she had kept her navy up to a high standard of efficiency. But she was able to send only about 160,000 men to re-enforce the fighting French and Belgians, when the Germans made their drive against Paris. Earl Kitchener was appointed secretary of state for war a fortnight after the war began; and realizing that the struggle would last for years, he entered immediately upon the policy which has turned the meagre British force into an army of 5,000,000 men, gathered from the kingdom and the colonies. What was known as "Kitchener's mob" is now Kitchener's army, and it will bear that title proudly in the months to come.

THE RECENT NAVAL BATTLE.

There is so wide a variance in the British and German reports of the recent naval battle off the coast of Jutland that it is impossible to tell where the truth lies. According to the German victory, and the British losses were far in excess of the German. But the German official reports, while withholding all details of the German losses in ships and personnel, erred in naming the British ships which had been sunk. It included in the list the battleship Warspite, the battle cruiser Princess Royal, and cruisers Birmingham and Acasta, and these are all still afloat. The British admiralty admits the loss of the battle cruisers Queen Mary, Indefatigable and Invincible, the cruisers Defence, Black Prince and Warrior, eight destroyers and one submarine; and claims that the Germans lost two battleships, two battle cruisers, four cruisers, six destroyers and one submarine.

A NEW RUSSIAN OFFENSIVE.

The Russians are making a new drive along the entire Galician front from the Pripet marshes to the Rumanian frontier, a distance of 275 miles, and with such vigor, that in the first three days they gathered in as prisoners 480 officers and more than 25,000 men, and took twenty-seven guns, and more than fifty machine guns. A couple of months ago, the Austrians withdrew two army corps from this front in order to attack the Italians in the Trentino, and the Russian commander, General Brussiloff, who is a keen strategist as well as a brave fighter, was probably aware of this fact when he began the new offensive. The force under his command is practically an entirely new army, and its strength and efficiency, taken in connection with the Russian re-enforcements recently sent to the western front, furnish fresh proof of Russian resiliency.

THE LAST OF YUAN SHI KAI.

Yuan Shi Kai, the "strong man" of China, president of the Chinese republic since February, 1912, has been eliminated by death from the Chinese equation. Whether he was poisoned, or committed suicide, or died, as officially reported, from nervous breakdown following a gastric trouble, will probably never be known. His successor, temporarily at least, is Vice-President Li Yuan Hung, whose accession to power, it is hoped, may appease the leaders of

the revolt in the southern provinces. He also is a man of considerable force of character, and he openly opposed the project of his chief to restore the monarchy, and to make himself emperor under a new dispensation. It remains to be seen whether he will be able to sustain himself against the conspiracies which are certain to follow his accession to the presidency, and against Japanese machinations.

A REGRETTABLE DECISION.

It would not be decorous for any layman to dispute the findings of the Supreme Court of the United States, but the decision of that tribunal just rendered, with two justices dissenting, upon the Harrison Federal Drug Act of 1914, is certainly to be regretted. The Act of 1914 made it unlawful for any person not registered under the law to have opium in his possession. The court rules that this prohibition applies only to those who deal in the drug and not to those who use it. There would seem to be no limit, therefore, to the amount of the drug which an individual user may have in his possession, provided he is able to procure it, and nothing to prevent his passing it on to others similarly disposed. The new law, although in effect for so short a time, has had a perceptible effect in checking the drug habit; and it is a pity that its operation should be restricted to dealers.

TROUBLES IN SANTO DOMINGO.

More exciting events at home and abroad have diverted attention from the troubles attending our position as semi-guardian of Hayti and Santo Domingo. In Hayti, over which we are exercising what is practically a ten-years protectorate, there is a continuing state of smouldering revolution, which is kept down only by force. In Santo Domingo, where we have undertaken to suppress the insurrection against President Jimenez, headed by General Arias, there have been several skirmishes between the rebels and the American marines; and it has been found necessary to send five or six hundred additional marines to Monte Christi and Puerto Plata. At the latter place, Captain Hirshinger, who left Boston on May 21, in command of a detachment of marines, was killed ten days later in a fight for the possession of the fort. But these incidents do not figure largely in the headlines.

Shorthand in the Middle West

John Robert Gregg, author of Gregg Shorthand, during a recent visit to the high schools and commercial colleges in Minnesota and Iowa, found that these great states are almost unanimous for the forward movement. In Minnesota, Gregg shorthand is in almost universal use in public and private schools. Shorthand is taught in the commercial departments of the public schools of seventy-nine cities in Minnesota, and all but four of them are teaching Gregg shorthand. In Iowa, shorthand is taught in the public schools of fifty-seven cities, and all but six of these are teaching Gregg shorthand. Standardization of shorthand in the progressive Middle Western States is close at hand.

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A. E. WINSHIP, Editor

PREPAREDNESS AND COMMON SENSE

BY GIFFORD PINCHOT

Along with thousands of our citizens, I am deeply interested in the question of National defence. Like them, I am anxious to know the facts and to use whatever common sense I have in reaching a wise conclusion as to what we ought to do for our own protection. I am not stampeded, and I do not propose to be, but I do want the United States to take what precautions are reasonable in view of the facts. The situation looks to me like this:—

Certain pacifists assure us that Preparedness is useless because there is no danger of war. Do they know, or are they merely asking us to accept their guess in a matter which vitally concerns the safety and welfare of the nation? Millions of pacifists in the past have given the same assurance, and have been mistaken. Wars have come in spite of them. England was full of people who affirmed that the present war was impossible up to the very moment of its breaking out, and who opposed with all their might any increase in armament until war actually began.

The United States has already had five wars, each one of which was undesired and unexpected by great numbers of our people. For a year past our state department has been occupied with questions which might lead to war. What if our present pacifists should in their turn prove to be wrong, and war should come and find us unprepared? It is a serious chance for any nation, this gamble on their opinion, which the pacifists are asking us to take.

Preparedness is insurance against war. It is not militarism, and must not be confused with it. Militarism is making ready for aggressive war. Any one who believes that the people of the United States can be driven or dragged into aggressive militarism must have forgotten the whole trend of our history, and in particular our recent voluntary retirement from Cuba.

It is nonsense to say that our people will plunge into militarism because they prepare themselves in order to discourage aggression. On that theory, no citizen should be allowed to own a gun, because guns can be used to kill people, or to insure his house, lest insurance should bring on a fire.

Here and there an extremist will make excessive and ridiculous proposals for Preparedness or against it. Such proposals should not be permitted to upset our judgment. They lead nowhere. We waste our time discussing them. For us the extremes of militarism and of non-resistance are equally out of the question. In sober fact, our final choice will lie not between any fantastic extremes, but between reasonable National defence and an imitation of it that will

fail in the day of trial—between moderate genuine Preparedness and a sham. We may prepare too little, but there is no danger whatever that this country will rush to the other extreme.

The pacifists assure us that such military training as the Swiss people are giving themselves endangers democracy, and that our young men will be hurt by learning to obey. But neither democracy nor personal independence has been injured in Switzerland, which is the most democratic country of Europe. Universal military service in New Zealand and Australia goes hand in hand with the most thorough-going labor-controlled democracy on earth.

France, whose military training is far more thorough than ours will ever be, is the living proof that an army can be a great democratic institution, and that citizens trained to arms may possess the highest personal initiative and intelligence. Germany can not be offered as an example of what military training does to democracy, because Germany never has been democratic.

But even if all this were true, it would still be idle to make a bogey of universal military service, because even those who believe in it most heartily understand that it has not the slightest chance of being adopted. No National leader in any political party is asking for its adoption. It is not an issue, and nothing less than the pressure of actual invasion could make it an issue in the United States.

The American people have a way of reaching common-sense decisions after long and often bitter discussion. There is hope that this is about to happen in the present case. The reasonable advocates of National defence and the reasonable pacifists seem to be on the verge of a reasonable agreement of views. For example, the papers of April 23 report that Henry Ford said, in an interview given in New York: "I believe in reasonable Preparedness," and "I wouldn't object to an army of say 250,000 men." Less than a week before this statement of Ford's, I asked Colonel Roosevelt what he would consider reasonable Preparedness. He replied: "The second navy in the world and an army of 250,000 men."

In this case, pacifist and advocate of Preparedness are in agreement as to the size of a reasonable army. An army of 250,000 men means one soldier to about 430 people. There is one policeman for every 416 people in Philadelphia, and one to every 429 people in New York. To me at least an army of that proportionate size carries with it no threat that militarism is about to overwhelm democracy.

As to the navy, from 1905 to 1909 our navy was the second in the world. Having it second did not endanger democracy then. I see no reason why it should endanger democracy now.

So far as I am aware no one familiar with naval affairs believes that submarines and mines at sea and guns on land, without a fleet, can be depended on to defend a coast like ours. The whole teaching of the present war shows that they can not. German submarines, it is true, have succeeded in preventing any increase in the British merchant marine by destroying vessels about as fast as new tonnage could be added. But that is all they have done. They have not even threatened, much less endangered, the supremacy of the British fleet. It is the British fleet which keeps England safe from invasion, just as our fleet must keep us safe.

It will not do, however, to forget that genuine Preparedness includes far more than arms. A navy and an army are not enough. In modern war nations fight not alone with weapons, but with all their natural resources, with their industry and transportation, and above all with the patriotic devotion of their citizens.

Rounded National Preparedness on modern lines works not only toward securing peace, but also toward making this country a better place to live in for all of us when peace has been secured. The great natural resources, like coal, iron, copper and waterpower, are the raw materials of prosperity as well as the raw materials of National defence. They must be made available for the use of the people both in peace and in war. But above and beyond all else, we must have a country defended against attack from within and without by equal opportunity and social justice—a country whose people will stand by it because it has stood by them.

Let no man imagine that because he lives inland he is safe from injury by war. The capture of New York or San Francisco would break the routes of trade, and the resulting dislocation of business would be felt in every home in the land. Farmer, miner, merchant, wage earner, employee—every man who works would find his livelihood in danger if the normal demand for labor and the products of labor were overturned by war.

I recognize that in the manufacture of mu-

nitions and supplies for war excessive profits are often found. I am in favor of eliminating them with a strong hand. But it seems to me as foolish to decide against National defence because there is graft as it would be to abolish the police force in any city because there is graft. The thing to do is to drive out the graft, and yet maintain the protection which is so necessary to all our people.

You and I are protected by our laws because behind the law there is force. International law has no force behind it. Some day, we hope and intend, it will be made unsafe to break the law of nations. As yet, however, each nation must still go unprotected or protect itself. Until the nations unite together to enforce international law, our best hope for peace lies in making it dangerous for any nation to attack us.

You and I belong to a great peace-loving people. We hate war and desire peace. We seek with eagerness for any means that will hasten the coming of permanent peace. We are ready to do everything that is just and honorable to secure it. Doubtless we join with every lover of peace in looking forward to the day when reason and understanding will settle or prevent disputes among the nations. But the road to peace does not lie through flabby weakness, as the history of China proves, but through self-respecting strength. That is why I believe in National defence. The mere desire for peace, and the best intentions on our part, can not always secure peace. Among nations, as among men, it often takes but one to make a quarrel.

Last year I was in Belgium. What I saw there I shall never forget. No sacrifice can be too great to prevent our people or any part of them from being ruled by foreign bayonets. Talk is always cheap, but never cheaper than when it sets guesses and wishes against the tremendous facts of the world war.

Guessing and wishing are no defence. Guessing and wishing can not even keep the peace between our citizens. The force behind the law does that. How then can we trust them to keep the peace between the nations? I am for Preparedness because I believe it offers the best chance to escape war. It is cheap insurance at the price.

THE OPEN HEART

WOULD you understand
The language with no word,
The speech of brook and bird,
Of waves along the sand?

Would you make your own
The meaning of the leaves,
The song the silence weaves,
Where little winds make moan?

Would you know how sweet
The falling of the rill,
The calling of the hill—
All tunes the day repeat?

Neither alms nor art,
No toil, can help you hear;
The secret of the ear
Is in the open heart.

—John Vance Cheney, in *Century*.

TEXAS BOOMING EDUCATIONALLY

State Superintendent W. F. Doughty has made a record of national significance in educational law-making. The most important of the legislative triumphs is the Compulsory School Attendance Law.

"Every child who is eight years and not more than fourteen years old shall be required to attend the public schools in the district of its residence, or in some other district to which it may be transferred, for a period of not less than sixty days for the scholastic year, beginning September 1, 1916, and for a period of not less than eighty days for the scholastic years [year] beginning September 1, 1917, and for the scholastic year 1918-1919, and each scholastic year thereafter a minimum attendance of 100 days shall be required. The period of compulsory school attendance at each school shall begin at the opening of the school term unless otherwise authorized by the district school trustees and notice given by the trustees prior to the beginning of such school term."

The details are those usually specified.

"The general management and control of the public free schools in each county of the state shall be vested in five county school trustees elected from the county, one of whom shall be elected from the county at large by the qualified voters of the common school districts of the county, and one from each commissioner's precinct by the qualified voters of each commissioner's precinct, who shall hold office for a term of two years, or until their successors are elected or appointed and qualified.

"It shall be the duty of the county school trustees to classify the schools of the county in accordance with such regulations as may be prescribed by the State Superintendent of Public Instruction into elementary schools and high schools for the purpose of promoting the efficiency of the elementary schools and of establishing and promoting high schools at convenient and suitable places. In classifying the schools and in establishing high schools the county school trustees shall confer and advise with the county superintendent of public instruction and the school trustees of each district at interest, and shall give due regard to schools already located, to the distribution of population, and to the advancement in their studies.

"The county trustees shall not so classify any school as to deprive any child of scholastic age of its right to receive instruction in the grades to which it belongs in the public school of the district in which it resides, unless arrangements are made by the county school trustees for the said child to attend a school of proper classification free of charge in another district which is within reasonable walking distance of the home of said child; that is, a school of proper classification which is not more than three miles from the home of said child; the distance to be computed according to the route or road commonly traveled in going from the home of said child to the school building, or unless the county school trustees shall arrange for the free transportation

daily of said child to and from the school of proper classification, in which case the expense of such transportation shall be paid for by the district trustees out of the funds of the district in which the child actually resides; and it is hereby made the duty of the county superintendent of public instruction and of the county school trustees to see that every child of scholastic age is properly provided for as herein required.

"The county school trustees shall, in co-operation with the county superintendent of public instruction, prescribe a course of study for the public schools of the county conforming to the law and the requirements of the State Superintendent of Public Instruction.

"The county school trustees are authorized to exercise the authority heretofore vested in the county commissioners' court with respect to subdividing the county into school districts, and to making changes in school district lines.

"The county school trustees shall have authority to consolidate two or more common school districts into a larger common school district where a majority of the qualified electors of each common school district at interest shall petition the county school trustees for consolidation in order that a high school may be established for the children of high school advancement in the common school districts so consolidated.

"For the purpose of promoting the country school interests of the state and of aiding the people in providing adequate school facilities for the education of their children, \$500,000, or such part thereof as may be necessary, is hereby appropriated out of any money in the State Treasury not otherwise appropriated for the school year ending August 31, 1916, and \$500,000 or such part thereof as may be necessary, for the year ending August 31, 1917, to be used in accordance with the provisions of this Act in maintaining country schools.

"The State Board of Education is hereby authorized and directed to supplement the State apportionment to any school coming within the provisions of this Act with an amount not more than \$500 in any one year, the amount to be determined by the board upon the merits and needs of the school.

"Any school meeting the following standards shall be entitled to receive State aid:—

"Each such school receiving State aid shall be well located on a plot of ground not less than one acre in extent, properly drained and suitably laid out.

"There shall be provided a suitable schoolhouse erected in accordance with the provisions of the schoolhouse building law of Texas or meeting substantially the requirements thereof.

"Each such school shall be provided with necessary desks, seats and blackboards; and with such library, books, maps and globes as recommended in the State course of study, as in the opinion of the State Superintendent said school may be able to purchase.

"Teachers employed in country schools shall furnish to the State Superintendent satisfactory

evidence of professional training to their credit, and all teachers must render efficient service of a high grade.

"In order to receive State aid, each community school must have a scholastic enrollment of not more than two hundred pupils, and the attendance record of all such schools for the previous year must not be less than fifty per cent. of the entire time that the school was in session, and said school must maintain an attendance record during the year in which it receives such aid of at least seventy-five per cent., unless it can be shown to the satisfaction of the State Board of Education that the non-attendance is due to one or more of the following causes: (1) attendance elsewhere; (2) completion of the course; (3) extreme poverty of the family; (4) physical or mental incapacity; (5) lack of transportation facilities beyond a two and a half mile limit; and provided that no school receiving aid under the provisions of this Act shall be located in a town or city having more than one thousand population according to the last Federal census.

"The school district must have levied and be collecting a local school tax of not less than fifty cents on the \$100 valuation; provided, that the State Board of Education may, in its discretion, for one time only, apportion any amount not to exceed \$200, whether any tax has been levied or not, and State aid may be continued upon condition that the district levy and collect the required local tax.

"The State Board of Education shall be authorized and it shall be their duty to make such rules and regulations, not inconsistent with the terms of this Act.

"It shall be the duty of the State Superintendent of Public Instruction to go in person or to send some one of the rural school supervisors authorized by this Act to assist the school communities who may desire the privileges of this Act in their efforts to meet the necessary requirements in order that they may participate in the distribution of the funds herein appropriated.

"When ten per cent. of the qualified property tax paying voters of any common or independent school district that has or may have at the time the petition hereinafter mentioned shall be presented, voted a special school tax for the purpose of supplementing the State school fund apportioned to said district in the support and maintenance of the public free schools in said district, shall petition the county school trustees, if a common school district, or the board of trustees if an independent school district, they shall order an election in the school district from which the petition came to determine whether or not a majority of the legally qualified property tax paying voters of that district desire that textbooks required by the pupils within the scholastic age attending public free school in said district shall be furnished to said pupils by the trus-

tees of said district free of charge and be paid for out of said school tax that has theretofore been voted by said district. Said election shall be ordered, held and the returns counted and published in accordance with the laws of this State.

"Whenever it has been found lawful for any such board of school trustees to order an election on said subject of furnishing free textbooks as provided herein, said board of school trustees shall prepare proper ballots for use in said school district election and the said school district shall bear the expense of having such ballots printed. Each person who favors the furnishing of said free textbooks as herein provided shall have written or printed on his ballot 'For the Free Textbooks,' and each person opposed to the furnishing of said free textbooks shall have written or printed on his ballot 'Against the Free Textbooks.'

"The said board of school trustees shall give notice of such election by placing notices of same in three different public places in said district at least twenty days before said election, which notices shall state the time, place or places of the holding and purpose of the election, and the said board of school trustees shall appoint the presiding officer or officers to hold said election; and said presiding officer or officers shall appoint the necessary judges and clerks to assist in holding same.

"All persons who are legally qualified voters of this State and of the county of their residence and who are resident property tax payers in said district shall be entitled to vote in said school district election, and if at such election a majority of those voting shall vote for the furnishing of such free textbooks it shall be declared by the said board of school trustees to have carried in said district, and shall be entered upon the records of said trustees to have been carried, and in all cases the returning officer shall make a full and complete return, as in other elections, to said trustees, and within five days after said election is held said returns shall be opened and counted at a meeting of said trustees and the result declared.

"As soon as it is practicable after said school trustees shall have declared said proposition to have carried, as set out in Section 4 of this Act, it shall be the duty of the trustees of said district to purchase the required textbooks for the said pupils of said district and pay for same out of said local tax fund of said district by warrants drawn in the same manner as is now provided by law for paying claims out of said funds, and the said trustees shall continue to furnish said books, as needed, to said pupils in the same manner.

"Nothing in this Act shall be construed to prevent school trustees or school districts from furnishing free textbooks to pupils in their own discretion without an election."

Do your children watch a sunset with rare devotion, as a result of your nature lessons? Do they revel in the smile of the flowers as never before? Have they an appetite for knowing more of God's gifts to man? These are vital questions.

WOMEN EDUCATORS

BY JANE A. STEWART

PRESIDENT MARTHA CAREY THOMAS

If one were asked to name the greatest American woman educator living today, that of Dr. Martha Carey Thomas of Bryn Mawr would spring unhesitatingly to the lips. The work of Dr. Thomas is by no means accomplished, and it thus lacks the halo of perspective which in many minds is a prerequisite of eminence.

Most educators are familiar with that inspiring, student-days' record of Dr. Thomas—of how she steadily and perseveringly pursued the paths of knowledge at Cornell, Johns Hopkins, Leipzig and Göttingen until she gained the heights of scholarship with her well-earned Ph. D. from Zurich. That was more than twenty-five years ago, in the days when conservatism and prejudice loomed high before women braving the highways of learning, both here and abroad.

In those days, as in her riper years, Dr. Thomas displayed the initiative and resolution, the mental grasp, the spiritual vision and profound judgment which have made her work succeed. If one were to look for the secrets of her success they would be undoubtedly found in her trustworthiness, her courage, her capacity for hard work, and her singleness of purpose.

The first great trust reposed in her came when, returning to her home in Baltimore in 1884 (a finished scholar of twenty-eight), she was given the deanship and with it the great, but congenial task of organizing the new college for girls founded near Philadelphia, and it was a high compliment which came a decade later when a board composed entirely of men placed her in the post of responsibility as president, and at the head of a faculty chiefly of men.

One has only to read the records of woman's colleges in the United States to know where Bryn Mawr stands. And the development of Bryn Mawr does not mark the full extent of the educational work of Dr. Thomas.

When the department of education for the United States Commission prepared its exhibit for the Paris Exposition of 1900, it was Dr. Thomas who was called upon to prepare the monograph on "The Education of Women," a standard work of reference on the subject today.

When public-spirited citizens of Philadelphia wanted improved normal training, and a better understanding of the schools, it was to Dr. Thomas that they turned, calling her to the chairmanship of public committees and to the preparation of those authoritative pamphlets on "The New Pedagogy," "The Duties of the State and City to Higher Education," etc., in which she held high the ideal that "learning is but one of four main ends of education—virtue, wisdom, manners, learning; and that that, and that only, is education which moulds, forms or modifies the soul or mind."

A generation ago Dr. Thomas pointed out the need for a higher standard for teachers.

"Let us make education free to all, compul-

sory on all, but let us reserve the position of teacher for those who can educate and humanize and enlighten the children under their charge," she said in a memorable address before the Civic Club of Philadelphia.

The higher education of women has been the single object to which Dr. Thomas has steadfastly applied her brilliant talents and her soul's devotion. It is safe to say that there is no woman who has greater faith in women and in their capacity to serve the world within as well as without the walls of home, school and church. Long ago she swept away the cobwebs of tradition, declaring: "It is proved beyond question that women's minds and men's need the same discipline and the same methods of teaching, that the same discipline and the same methods produce the same result in trained intelligence and enthusiastic response, and that no discipline except the most strenuous will be regarded by educated women as satisfactory."

"The highest training obtainable"—that is Dr. Thomas' mark for college women. That is why Bryn Mawr has the largest, in fact, the only graduate school in a woman's college today, and the most fellowships and scholarships; that is why, when the University of Pennsylvania opened its graduate department in 1892, Dr. Thomas was invited to make the principal address; that is why the training and tests at Bryn Mawr develop the Spartan spirit and have kept the college small; and the graduates are filled with the wholesome feeling of dissatisfaction with their acquirements and an impelling desire to browse in pastures newer and higher—classical, Teutonic, philological, mathematical.

And while it is so high, it is education of the most democratic type that Dr. Thomas advocates for women. No "sororities" with their class discriminations are permitted, and the student self-government (based on the rules that govern polite society) is a conspicuous success, as conducted at Bryn Mawr.

As a financier, Dr. Thomas has shown how well a college's finances may be managed, and her trustworthiness in this respect as well as faith in her clear judgment has attracted some large gifts, the latest being that of the late Miss Mary Garrett of Baltimore (her life-long friend and long her home companion), who left her entire estate of millions in trust to Dr. Thomas for the benefit of Johns Hopkins University (which they had united in helping to open to women twenty years ago), and of Bryn Mawr College, in which Miss Garrett had long maintained a number of valuable scholarships.

The administration of this fund is the latest of the trusts which have been reposed in Dr. Thomas, who has conscientiously held all her own exceptional endowments and opportunities as a trust; and who has always regarded the power vested in her (as head of a great woman's college) as a trust for which she was accountable to the whole community.

Recently Bryn Mawr College has swung into line (like the University of Pennsylvania) with other higher educational institutions by admitting the faculty to representation on the executive board. The change does not curtail the president's responsibility, but puts the college on a still higher plane of democracy, which is most pleasing to the modest, serious and noble woman who has purposefully given the higher education of women so great an impulse.

Dr. Martha Carey Thomas has well deserved the praise bestowed upon her by eminent educators, one of whom (President Abbott Lawrence Lowell of Harvard) has well said: "Fortunate indeed is this college (Bryn Mawr) which has been from the beginning under the formative influence of one who by her scholarship, her executive ability, and her noble, forceful personality, has shown conspicuously the value of the liberal culture she has done so much to promote."

CAUSES FOR PUPILS LEAVING SCHOOL

[To the Minneapolis Schoolmasters' Club : Your committee appointed to investigate the causes for pupils' leaving school before finishing their full twelve years of education desires to submit the following report. E. Dudley Parsons, W. H. Shephard, Committee.]

This inquiry was begun after the publication of the numbers that leave school in the vocational survey recently made in Minneapolis. In that publication the figures of the Attendance Department were printed without being fairly analyzed, so that it was made to appear that there is annually a large dropping away from the public schools of pupils who can not find in those schools the particular type of training that they need in order to prepare themselves for life. But the Attendance Department has on file a very concrete statement of the reasons why grade children leave school. Of the 285 graduates of the eighth grade who applied for labor permits it is recorded that in 1915 217 were forced to discontinue their schooling by financial necessity, the particular necessities being in their order: Low wages, 53; mother a widow or deserted, 53; paying for a house, 32; large family, 31; unemployment of father or mother, 28; delinquency of father, 12; sickness in the family, 8. Waiving the finer sociological questions involved in the cases of parental delinquency and paying for houses, it is very clear that there remain 173 cases of pupils who did not enter our various high schools because their parents could not afford to send them. Against this number there are 68, of whom the Attendance Department asserts that 7 are physically weak; and 51 do not do well in school through failure to get on with teachers or other pupils, for lack of ability to do the work, or for dislike of school. It is said that 10 desire to be independent. Perhaps, to compensate for the subtraction previously made, it is best to add these to the whole number discontinuing schooling for financial reasons. We have then 185 pupils who went to work because they could not afford to go to school. There are only 51 out of the 285 who are on record as not doing well in school; and if we subtract from this number the number of pupils who are merely undisciplined, there will remain very few indeed whom any change in the course of study would have kept in school. Even if it were admitted that all of these 51 could have been saved to the high school by a change in the course of study the percentage would be only 14; it seems that

less than half of this percentage will cover the cases of pupils who were misfits in school.

Coming now to those pupils who left school before graduating from the grades, we find the record no less explicit. In all there were 66 of these, of whom 39 are recorded as poor, and 27 as doing the best for their own interests in leaving. To be more concrete, 24 did not do well in school, and 3 wished to earn money. Adding the 3 to the 39 we have 42 out of 66 children impelled by financial reasons to discontinue their schooling before they had finished the grades. Admitting, as in the case of the graduates, that all of the 24 could have been saved to higher education by a change of course, the percentage of poor is still 68. But it is fair to increase that by a considerable percentage of the 24 who could not have been affected by a change in the course. We should probably find upon investigation that less than half of the 32 per cent. recorded as dissatisfied in school could have been satisfied by any course.

Our conclusion, after examining the data in the Attendance Department concerning grade children, is that since only 75 out of 351 pupils left school before entering the high school because of dissatisfaction—less than twenty per cent.—and since this dissatisfaction is not largely due to the course of study, but compounded of many simples, chief among which is lack of discipline at home, there is no warrant for changing the course of study for grade schools, on the ground that children are to be kept in school through such change.

The data on the causes for which pupils leave high school is not as easy to analyze, since the cards of dismissal are made out by the various principals, instead of by the Attendance Department directly. It is unfortunate that the economic condition of high school pupils is not accurately determined as is the status of applicants for labor permits. The fact that it is not, however, makes us more wary in our conclusions. Nevertheless we are able to gather some very interesting information. Central High reports for the semester ending January 26, 1916, as follows:—

Left the city	37
Ill	20
Went to other schools	6
Delinquent	6
Over age	4
Went to work	43

Of the 43 who went to work, 25 were forced to do so by financial necessity; 7 because they wanted to. This leaves 11 concerning whom no data is available. West High reports:—

Left the city	12
Ill	15
Entered private schools	7
Delinquent	13
Entered business college (of these three are poor)...	6
Too poor to continue	10

Adding the 3 poor lads who went to business college we find in the West list 13 who discontinued school on account of financial pressure. The East reports give us this data:—

Left the city	6
Ill	8
Entered other schools	2
Delinquent	4
Went to work	20

Of the 20 who left to work, 12 were forced to do so, 3 wanted to and 5 left no trace upon the records. North High yields the following information:—

Left the city	9
Ill	24
Went to other schools	8
Delinquent	10
Went to work	39

Of the 39 leaving to work, 17 were under financial necessity; no data is obtainable for the others. Finally, South High contributes these figures:—

Left the city	11
Ill	20
Went to other schools	6
Delinquent	10
Went to work	37

Of this last group, 12 were clearly driven by poverty. No data was obtained for the others. It thus appears that from all of the high schools we have these figures:—

Left the city	75
Ill	87
Entered other schools	35
Delinquent	43
Went to work	149

It is clear that 79 pupils of the 149 left their respective schools because they were too poor to continue in them. It would not be fair to say more about the 63 who left no record than to suggest that the simple "gone to work" checked against each of their names remind us of "the short and simple annals of the poor." On the other hand it appears that only 35 left their schools for other institutions, and only 43 marked delinquent. This number includes all those who were tired of the grind of school, dissatisfied with teachers or mentally unable to accomplish their tasks. As in the case of the grade children, it is clear that a large number of these delinquents could not have been kept at their work by any change in the course. The large number of children who leave high school on account of illness—87 in one semester—ought to receive attention from the school administration; but, necessary as are certain re-adjustments of the course of study, we fail to see that these re-adjustments will keep any appreciable number of children in school, for the reason that the average family in Minneapolis cannot afford to educate their chil-

dren if they are first to provide them with food, clothing and shelter.

There remains but one point to be considered. Philander Claxton has declared that the birth-right of every boy and girl in the United States is a liberal education. Allowing for wide differences of opinion in the interpretation of the word "liberal," we must, as teachers, contend for the inclusion in any course of study projected for the Minneapolis schools regardless of its vocational content, enough of that element which forms the chief incentive to ambition—ambition to receive a wage large enough to support a United States standard family of five, ambition to live for a part of each day in the realm of true thought and culture, and to transmit to children that desire. To be more explicit, no child must be cut off from the hope of re-adjustment of his life in later years by a narrowing or shortening of his education. Neither should short-sighted nor avaricious parents be aided by the public schools to eliminate their children from their fair share in the heritage of America. Rather, it is our duty to proclaim the truth that American youth are being cheated of this inheritance because the wage scale and working conditions of their fathers are unsatisfactory—to proclaim it with no uncertain voice until the great mass of the people are aroused to take such action, properly legislative, as will insure the perpetuation in America of true democracy. And that democracy can be a product of only one condition—the guaranteed education of children, not to become the handwomen and the handy-men of the few, but to become the rulers of America, according to the promise given them.

HELPING THE SHOW MAN

[Done by a Town Young Women's Christian Association.]

People from miles around came to the annual fourth of July picnic, for the picnic ground was famous. Along with the crowd came a "show"—the sort of show that comes to many a country town, rather rough and undesirable, but still the people must be entertained.

The show man had a wife and ten children with him. The older boys helped in the show and even the girls helped, too,—the ones that were not too small.

While the show was in progress, the show man's wife, the mother of the show boys, who were busy managing the crowds—the mother of the show girls who were busy selling tickets and toy balloons and dancing and being snake charmers and Hawaiians and such—this mother died, but of course, the show must go on and the crowd must be amused.

But the girls of the Association club learned about it and went down to help. They gathered up flowers from the town and took charge of the funeral, singing songs, and then helping in every way they could to be kind and thoughtful.

And so the show man's wife was buried and the show moved on to the next town; but the show man wrote back a letter to the country news-

paper, thanking the girls for their service. It was a rough, ungrammatical sort of a letter, pathetic in its crude attempt, and yet the country town understood the show man's language.

Many a girl in that small town might never go out into the world beyond to serve it, but the world beyond was brought to them and they did not fail in their service. I wonder, too, if it did not help to bring those girls together in better understanding, lessening the trivial, petty differences and enlarging the big things of life.

BOYS AND THEIR DADDIES

BY WALTER M. CORLL

A popular and at the same time practical way of interesting men in school affairs and at the same time bringing them into complete touch with their own sons and the other boys of the neighborhood has been worked out by the men of Dormont, a suburb of Pittsburgh, Pa. Led by the principal of the schools, Professor John D. Martz, the boys over twelve years of age gave a banquet in honor of their fathers. After a time the banquet was repeated and then the men woke up. The fathers, not to be outdone by their boys, took their own boys and all the other boys of the neighborhood to a leading hotel of the city and proffered them a real up-to-date banquet with speeches, prizes and a general good time.

The speakers emphasized the importance of fellowship between father and son, the influence of father over son, and kindred subjects. Man after man arose and stated that he had never before realized what a field for development there is along this line. The men began to plan hikes, auto rides, outdoor dinners and what not, all of which are intended to increase the fellowship between fathers and their boys. It is fully expected that as a result of this movement the work of the teachers in the schools will be made easier and that many a boy now left to himself with all the attending dangers of such a desertion will be saved by his father to a nobler manhood.

There is a suggestion here for other principals of schools, who are having trouble in arousing a proper interest on the part of parents of the school children. Men may have but little interest in the schools, but they are interested in their own boys. The plan is simple, and it works.

JUNIOR HIGH SCHOOLS

[C. C. Bingaman, in Midland Schools.]

There are 50 towns under 1,000 having junior high schools.

There are 120 towns and cities under 5,000 having junior high schools.

There are 119 cities of 5,000 to 50,000 having junior high schools.

There are 15 consolidated schools in one county in Indiana organized on the junior-senior plan.

There are 27 high schools in this country which are doing junior college work.

There are at least 28 other cities and towns which expect to organize junior colleges in the near future.

JAMES JEROME HILL

1838—Born September 16 in Eramesas township, Wellington County, Ontario.

1848-1853—Attended Rockwood Academy.

1853—James Hill, his father, died.

1853—James J. Hill, fifteen years old, entered employ of Robert Passmore, proprietor of the Rockwood village store.

1856—Left Rockwood at age of eighteen for Syracuse, N. Y.

1856—Left Syracuse for St. Paul and entered employ of J. W. Bass & Co., St. Paul Steamboat agents.

1857—Chosen city wharf and harbor master.

1858—Entered employ of Temple & Beupre.

1859—Entered employ of agents for the Galena Packet Company and Davidson line.

1860—Joined the Pioneer Guard.

1861—Volunteered for Civil War service, but was not accepted.

1865—Became agent for the St. Paul & Northwestern Packet Company.

1865—Obtained contract for furnishing supplies to government.

1867—Lost position through consolidation of Northwestern and Davidson lines.

1867—Married August 20.

1869—Organized the firm Hill, Griggs & Co., to carry on transportation and fuel business.

1870—Organized the Red River Transportation Company.

1875—Organized Northwestern Fuel Company.

1878—Sold out Northwestern Fuel Company interests.

1878—Subscribed to the "Montreal agreement" that brought identification with railroading.

1879—At forty-one years of age began his railroad career as manager of the St. Paul & Pacific.

1882—General manager of the St. Paul, Minneapolis & Manitoba Road and made vice-president that year.

1883—Elected president St. Paul, Minneapolis & Manitoba.

1883—Disposed of interests in Canadian Pacific Road and began plans for extending his own line to the Pacific Coast.

1884—Mapped rail route through Montana.

1889—Organized Great Northern Railway Company to consolidate interests and became president.

1889—Sent agents to Sweden and Norway to encourage emigration to northwest states.

1896—Acquired Northern Pacific Road and announced plan for development of Oriental trade.

1901—Stood his ground in Northern Pacific "corner" of May 9 and won out against an attempt to obtain control of Northern Pacific from him.

1901—Incorporated Northern Securities Company.

1902—Minnesota brought suit against Northern Securities Company.

1902—March 2, Federal Government brought suit against Northern Securities Company.

1904—United States Supreme Court ordered dissolution of Northern Securities Company.

1907—April 1, retired as president of Great Northern Road to become chairman of board of directors.

1912—July 1, retired from chairmanship of board of directors, but announced that he would "remain on deck subject to call."

1915—August 18, selected by Governor Hammond as "first citizen of Minnesota" for honor at Panama-Pacific Exposition.

1915—September 13, went to New York on request of J. P. Morgan and other financiers to direct the work of floating the mammoth British-French loan in the United States.

GENERAL FEDERATION OF WOMEN'S CLUBS

THIRTEENTH BIENNIAL CONVENTION.

"As you judge a piece of leather
By the way it holds together
So we judge the social units by the way they cling and
rub.
Ah, there's better social weather
When good women get together,
When the women get together in the club!"

If Sam Walter Foss could have looked in on the thirteenth biennial convention of the General Federation of Woman's Clubs in session at New York City, May 24 to June 1, 1916, he would have felt justified in penning these lines. For the great assembly decidedly made for "improvement in the climate of the soul" as well as for the broadening of the mind.

The mere meeting of women from all sections was helpful; for cold prejudice dissipates under the warmth of comradeship. But the biennial was more than this. It was not only a social melting pot, it was a unique adult school in which all the students were teachers and all the teachers were students.

Its educational aspect was predominant, and the delegate or visitor at the biennial found herself taking singing lessons enthusiastically in the great convention chorus work; attending fine courses in art, literature, political and domestic science, civics, social welfare and so on, in the numerous department conferences; getting object lessons in the graphic exhibits, receiving invaluable study outlines and textbooks (pamphlets on every subject of the big, broad clubwomen's curriculum) to take home for study; in a word, being trained for a vocation,—and that vocation, community service.

The biennial body was thoroughly taught. They learned what to do and how to do it. The leading instructor was an experienced educator, their own president, Mrs. Anna H. Pennybacker (a minister's daughter, a consecrated mother of grown children, who taught for fourteen years, before her marriage to the late Percy V. Pennybacker of Texas), who has demonstrated during her four years' service as national president, the power of the experienced teacher in inspiring a great constituency with something of her own intellectual and spiritual impulse.

Graciously and inspiringly she held up alluring ideals of universal sisterhood, bright visions of Pan-American co-operation, clear outlines of practical social service, and boldly she pointed the threatened dangers—the menace of commercialism; the frequent lack of continuity of action (work well begun often being suddenly dropped), urging well-planned work.

Educational experts were numerous on the kaleidoscopic program. There were President G. E. Vincent, University of Minnesota, who urged the clubwomen not to be content with making their own homes, but to go into the homes of others with their teaching and example and "see that American family life, the biggest thing in the nation, is not allowed to sink beneath the monstrous conditions caused by the marvelous growth of our cities"; Dr. Lafayette

Mendel of Yale, who taught food values with samples spread before him; Dean Sarah Arnold, Simmons College, in a brief eloquent exhortation, describing the mother as a teacher "big and wide enough to interpret life in a big way to her children"; Professor Frank A. Waugh, Massachusetts Agricultural College, in an outline of rural planning, impressing the need of patience, initiative, expert knowledge and faith that needed funds would be forthcoming for any necessary work; Dr. B. R. Andrews, Teachers College, New York, and Isabel Lord, Pratt Institute, on home economics; Alfred Arnold, North Dakota Agricultural College; Dean H. P. Baker, New York College of Forestry; Music Director Frank B. Rix, New York City, on school credits for applied music study; Chancellor E. E. Brown, University of New York, on newer tendencies of education; Hon. John Finley, New York State Commissioner of Education, on civics; Henry Turner Bailey, on art; President H. M. MacCracken, Vassar College; Professor C. E. A. Winslow, Yale Medical School, on health; Professor W. G. Thompson, Cornell Medical School, on diseases of mature life; Dean J. D. Lawson, University of Missouri, and Alvin E. Dodd, New York, on industrial legislation.

The General Federation of Women's Clubs now has a dozen departments, embracing art, Mrs. Melville F. Johnston, chairman, Indianapolis; civics, Mrs. George Zimmerman, Fremont, Ohio; civil service reform, Mrs. F. H. Cole, Omaha, Neb.; conservation, Mrs. J. D. Sherman, Chicago; industrial and social conditions, Mrs. J. W. Remick, Concord, N. H.; legislation, Mrs. F. P. Iams, Pittsburgh, Pa.; literature and library extension, Mrs. T. G. Winter, Minneapolis; music, Mrs. F. S. Wardwell, Stamford, Conn.; public health, Mrs. Elmer Blair, Albany, N. Y.; home economics, under the fine direction of Miss H. L. Johnson, Watertown, N. Y., and education, the able Miss H. U. Boswell, New York City, chairman.

A model display of the handiwork of rural school children of Tift County, Georgia, was arranged by that devoted worker, Professor (Mrs.) M. W. Barry, North Texas College (vice-chairman of education, and head of the rural school work), who reported great activity, especially in the South, for rural education, the Louisiana State Federation of Women's Clubs having recently voted to make that its chief work, and Texas club women arousing local school authorities to take advantage of the state's conditional provisions for rural schools. The provision of teachers' cottages rent free to attract teachers to the country was described by Mrs. J. C. Preston, Washington, state superintendent; outdoor education for delinquent girls, by Mrs. K. W. Barrett, Virginia; business education, by Mrs. L. Prince; the Gary system, by William Wirt, and practical education in penal institutions by

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WINONA NORMAL SCHOOL*

Less than eighty years ago the first humble beginning was made in professional teacher-training in the United States, and today there are noble state normal schools in every state in the Union.

Nearly every one of these present-day schools is a notable success, but it was not always so. Among them all ten stand out with surpassing interest as distinct centres of influence, as the birthplace of professional ideals:—

Bridgewater, Oswego and Millersville, Normal, Winona and Cedar Falls, Emporia and Greeley, San Jose and Los Angeles.

It is interesting to study the way in which crude oil is carried by pipe line from Oklahoma wells to Bayonne, New Jersey, about 2,000 miles, not by gravity, but by pump power. About every forty miles is what is styled a "farm" or re-energizing station for re-pumping the oil on to the next "farm." In somewhat the same way professional teacher-training has had its re-energizing points. At each "farm," or pumping station, the pipe that sends the oil forward is about three times as large as the pipe which brings it in. This is not an inapt illustration of these earlier state normal schools.

Each of these ten schools started something quite significant in its day so that there was for

many years a Bridgewater idea, an Oswego idea, and so with each. For instance, the Bridgewater—Normal—Emporia—Los Angeles line of progress is definite and continuous.

So dominant was Normal of Illinois over the entire Middle West that it was exceedingly difficult for any other school to have an "idea" from 1865 to 1885.

When Irwin Shepard went to Winona in 1879 it was practically impossible to re-energize the best that had been elsewhere and at the same time develop and magnify a Winona idea, but Irwin Shepard achieved this distinction, and for near a quarter of a century one heard of the Winona idea as for a quarter of a century before one heard of the Oswego idea.

The Semi-Centennial Historical Sketch by Professor C. O. Ruggles of the Winona State Normal School is invaluable to anyone who has the faintest desire to appreciate the service of normal schools to the evolution of the great Northwest.

The extent of its influence, the virility of its pedagogy, the intensity of its initiative can but make a notable professional impression upon any reader of these pages.

One should not, however, be content to know Winona as an historical institution, for its present-day activities under President Guy E. Maxwell are as distinct and brilliant in leadership as under Phelps, Millspaugh, or Shepard.

All agree that no educational problem now or ever is or has been more serious than that of the rural school and the training of its teachers, and the "Winona idea" in dealing with that problem is not surpassed at North Adams, Kalamazoo, Greeley, Lewiston (Idaho), or elsewhere.

The Gilmore country district six miles from the city with its five-acre lot, its two-story residential schoolhouse, with its teachers and students living there, with the full two-year course of training for rural teaching in the normal school make a combination which should be studied by every normal school that is seeking to train teachers for rural schools.

EXTENSION EDUCATION

O. H. Benson, United States Department of Agriculture, and Perry G. Holden of Chicago have united in planning for one of the best sessions of the N. E. A. at the De Witt Clinton High School, July 6, 7, 8. It is the first conference of the kind that has been held in connection with the N. E. A. On July 6 the principal speakers will be O. H. Benson, J. D. Eggleston, Mrs. Marie Turner Harvey, Kirksville, Mo.; E. J. Tobin, county superintendent of schools, Chicago; O. K. Klingaman, University of Iowa;

*"Semi-Centennial Historical Sketch of Winona State Normal School." By C. O. Ruggles, Winona, Minnesota, Normal School. 300 pages. Published by the school.

George E. Farley, superintendent of schools, Brockton, Mass.; Dr. P. P. Claxton, commissioner of education, Washington; C. B. Smith, Washington; Miss Martha Van Rensselaer, Cornell University, Ithaca, New York; Dr. A. E. Winship, editor Journal of Education, Boston; Perry G. Holden, Chicago.

On July 7 the speakers will be Dr. S. P. Capen; Bureau of Education, Washington; J. L. McBrien, Bureau of Education, Washington; C. P. Colgrove, Cedar Falls, Iowa; Miss Huldah Peterson, Lincoln, Neb.; Warren H. Wilson, New York City; O. M. Plummer, Portland, Oregon; G. E. Staynor, Chicago, Ill.; George E. Farrell, United States Department of Agriculture, Washington; M. Anna Hauser, Trenton, N. J.

On July 8 the speakers will be Miss Sara B. Huff, Cornell University, Ithaca, N. Y.; Bradford Knapp, States Relations Service, Washington; Miss Ellen C. Lombard, Bureau of Education, Washington; Dr. Thomas N. Carver, Harvard University; Dr. James C. Egbert, Columbia University, New York City; Dr. H. H. Wheaton, Bureau of Education, Washington; Miss Mabel Carney, Department of Education, St. Paul, Minn.; Harry A. Ball, Brockton, Mass.; Leonize Kenworthy, Hampden, Mass.; Hartson Blackstone, Durham, N. H.; Hoyt Quimby, Vermont; Crystal Waddell, Mapleton, Me.; Dean L. E. Reber, Madison, Wis.; Otis E. Hall, Manhattan, Kan.; William D. Hurd, Amherst, Mass.

This department should attract thousands to the N. E. A.

WILLIAM ORR'S CHANGE

William Orr, deputy state superintendent of Massachusetts for the past ten years, a man of excellent scholarship, intense devotion to education, with high civic ideals, exceptionally varied and uniformly successful experience, is to assume general supervision of the educational work done all over the North American continent by the Young Men's Christian Association. The senior secretaryship in charge of the educational work of the international committee, which he is to take, is a new position created in the plan of education extension authorized at the recent association convention in Cleveland, O. It carries a higher salary than Mr. Orr has drawn from the state, and offers new and broader opportunities. Mr. Orr, in the new capacity, will have a corps of experts under his direction to do the detail work of educational extension wherever they are needed. It will be the work of this new department, with Mr. Orr at its head, to develop Young Men's Christian Association educational efficiency by whatever plans the department and its head may work out. He will be associated with John R. Mott, the general secretary of the association. His headquarters will be in New York.

In the very large cities the Y. M. C. A. educational work has already become a magnificent force for individuals and for the cities, and now it will carry the same spirit and influence to all cities in all countries on the continent.

No one could be better fitted for this work

than is Mr. Orr, who finished his college course at Amherst in 1883 with the degrees of A. B. and A. M. He was principal of Hadley Academy until 1885, principal of Smith Academy in Hatfield from 1885 until 1888, and went into the science department of the Springfield High School in the latter year. As instructor, vice-principal, principal he served in the Springfield High School until he became deputy commissioner of education in 1910, in which position he has had high efficiency.

ADRIAN'S REQUIREMENTS

Adrian, Michigan, Board of Education, under the lead of Superintendent C. E. Griffey has taken a long step in advance in an efficiency scheme.

Grade teachers must hold life certificates and must have had at least two years' successful experience. The minimum salary for grade teachers shall be \$500 per year. The maximum salary shall be \$700. Each teacher whose work is satisfactory and successful shall be advanced \$25 per year until the maximum is reached. It shall be possible for teachers to advance \$100 beyond the maximum by meeting certain requirements. This advance beyond the maximum may be secured in parts of \$50 each, the first part to be available when one year's course is completed, and the second part upon the completion of a second similar course at a later time.

Requirements: Complete three majors* of work, in advance of what has already been done, in a state normal, Teachers College Columbia University, School of Education University of Chicago. (Teachers must present certificates stating that such work has been done satisfactorily and that credit has been given for the same by the school in which the work was done.)

Read two educational books, one relating to the specific work in which the teacher is engaged, and one from the general field of education, both of which shall be approved by the superintendent, who shall give such tests and require such reports as may be necessary to determine the character of work done.

Subscribe for and read two educational magazines which shall be approved by the superintendent, who shall give such tests and require such reports as may be necessary to determine the character of work done.

Attend regularly for not less than two full days one of the following meetings: Michigan State Teachers' Association, National Education Association.

Any teacher who has not reached the maximum and who meets the above requirements may receive an increase of \$50 instead of \$25 as stated above.

High school teachers must have an A. B. degree or its equivalent and must have had at least two years' actual teaching experience. The minimum salary for such teachers shall be \$750, and the maximum salary, \$950 for women, and

*A major's work" shall be understood to represent twelve weeks continuous work in a course.

\$1,100 for men. Teachers whose work has been successful and satisfactory may receive an increase of \$50 per year until the maximum is reached. An advance of \$100 above the maximum may be secured similarly as stated above except that the first requirement for teachers of this class shall read as follow:—

Complete three majors work that shall be counted toward a degree in advance of a degree or degrees already received. This work must be done in the University of Michigan, Michigan Agriculture College, University of Chicago, Columbia University or any state university, and in such courses as shall be approved by the superintendent. (Teachers must present certificates stating that such work has been done satisfactorily and that credit has been given for the same by the school in which the work was done.)

Teachers desiring to avail themselves of the increase above the maximum must arrange their course and have it approved by the superintendent not later than October 1 preceding the year in which the increase is expected.

CRABBE AT GREELEY

The presidency of the State Normal College at Greeley, Colorado, with its \$6,000 salary, its great plant, its notable leadership in teacher-training, its traditions, and its inheritance of the vital and virile influence of the late Dr. Z. X. Snyder, has been the most attractive state normal school vacancy in many years, and the selection of Hon. J. G. Crabbe of Richmond, Kentucky, is a great tribute to him personally and to the South educationally.

Naturally, the Board of Regents had the opportunity to select practically any normal school president, from most of the deans of education of the universities, from many college presidents and not a few city and some state superintendents, and under the leadership of Harry V. Kepner of Denver, and State Superintendent Mrs. Mary C. C. Bradford, they have carefully studied the entire field of possibilities, so that the choice of Dr. Crabbe has high personal and professional significance.

SCHEME UNIMPORTANT

Speaking of Denver's return to the old form of city government the New York World says:—

"Our American cities are getting just as good a government as their citizens want. They can have better government only by going forth and working for it under any form. They cannot get it merely by sitting behind closed doors and devising new forms of government."

This is precisely what we have always said about schemes for a "better system of Boards of Education." All the excitement that some persons can create over a large board or a small board, an elected board or an appointed board, has never interested us much. Half the energy that "reformers" put into getting a new scheme put into awakening the voters to a sense of responsibility would usually achieve more in half the time.

EITHER—ANY ONE

One of the conventionalities of grammar which jars some people like a discord in music is the use of "either" when more than two are being considered. The Outlook, which is extra careful in its use of correct language, has this to say on "Either—Any One":—

"A correspondent who begins his letter with 'Oh! Outlook!' ends it with the quotation from our issue of January 12 of the words 'either of the four plans.' But the following quotations from the Oxford English Dictionary show that this use of *either* for *any* is not indefensible: 'That doctrine which tends to the furtherance of all or either of these three'; 'Rubens, Jordens and Snyder . . . became more valuable than if finished by either of them singly'; 'At either of the three corners.'"

The sensitive eyes and ears are not often disturbed in The Outlook office, while the non-sensitive cannot understand why the sensitive are so sensitive.

It will never make any difference with the supersensitive souls in 1916 to know that grammarians were not so sensitive several hundred years ago.

SURVEYING SURVEYORS

It is more and more apparent that it is next to impossible for outsiders, however "expert" they may think themselves, to make an intelligent survey of existing conditions in any city.

It is cause for national congratulation that the Minneapolis Schoolmasters' Club had Messrs. E. Dudley Parsons and W. H. Shepard of their number make an adequate survey of "Causes for Pupils Leaving School," whose report we print in this issue of the Journal of Education. It is a notable contribution to the "Schools as they Really Are." The Minneapolis Survey was one of the best that has been made, but this report shows how far it was from being valuable in this regard.

Every expert survey should be surveyed by "those who know" before it is published to the world.

GIFFORD PINCHOT'S ARTICLE

We are using in this issue an article by Gifford Pinchot for two reasons: First, because we have admiration for the man, for his great public spirit, and for his ability; secondly, because it is the best statement that we have seen of the Preparedness side of this most vital question.

The prudish purists are complaining that President Wilson overuses "very" as Colonel Roosevelt did his "I." Some persons are hard to please.

The name of President Edmund J. James was persistently spoken under the breath as the brilliant candidate in reserve at the Chicago convention.

July 3-8: National Education Association, New York City.

BOYS AND GIRLS IN COMMERCIAL WORK

[Abstract of Cleveland Survey.]

"Employers do not make a general rule of seeking out the boy who has had a commercial training."

"The kind of training now given in the best commercial schools is well suited to the needs of girls."

This sums up the judgment of present commercial training as passed by the Cleveland Education Survey. These findings are presented in the twelfth report of the Survey, "Boys and Girls in Commercial Work," by Bertha M. Stevens.

The proofs that present training fits girls but not boys for business are many. Over one hundred employers have been interviewed and their opinions and practices are summarized. "Girls are used as they are received, for they have been shaped very well for the places they are to fill. Employers disregard the preparation of boys and have proceeded as if dealing with unformed material."

Wages always offer an index of value in business. See what they show about the training of girls and boys. All girls with commercial training are divided into two classes, those with grade school preparation and those with high school preparation. More than half the high school girls received advances of \$4 per month or more in two years' time. None of the grade school girls did. Less than a fourth of the high school girls but more than half the grade school girls received no raise.

Compare the boys. Those working the same time were divided into those earning \$20 or more per week and those earning less than \$20. Education has made no apparent difference in wage earning. As many with any given training were small earners as large. Of every hundred in each class, the following numbers had received the different amounts of training:—

	Receiving \$20	less and over than \$20
Advanced education without business training	43	40
Grade education without business training...	29	31
Advanced education and business training....	17	17
Grade education and business training.....	11	10
Not ascertained	—	2
Total	100	100

Wages show that girls' training for business is valuable and that boys' training doesn't produce.

The experiences of the boys and girls at work back up the opinions of employers and wage results. Interviews were held with one hundred graduates of a commercial school, good as such schools go.

Of sixty girls, only one expressed general dissatisfaction with her training. Of forty boys, only ten approved of it in an unqualified way. Typical comments of boys are:—

"It's too good for it! Boys who never went to commercial school are doing this work the same as me."

"I could have gotten that knowledge quicker

than in four years. Business men want experience more than schooling, anyway."

"Employers don't make a note of it whether you went to a commercial school or not."

"I didn't need a commercial training to hold down this \$40 job."

The positions held by girls and boys give further proof that present training fits girls and misfits boys. The two largely do different kinds of work. No wonder the same schooling gives different results.

NUMBER OF MEN AND WOMEN IN EVERY ONE HUNDRED IN EACH KIND OF JOB.

	Men	Women
Machine operators	1	24
Stenographers	9	36
General clerical	11	19
Bookkeepers	11	21
Clerks	68	1

This table shows that boys for the most part go into positions where general abilities need to be applied to commercial work. Girls take jobs requiring specialized training or knowledge. As a result, the following recommendations are given for future commercial education:—

A girl needs, chiefly, specific training in some one line of work. She has a choice among stenography, bookkeeping and machine operating.

A boy needs, chiefly, general education, putting emphasis on writing, figuring and spelling; general information, and the development of certain qualities and standards.

For students electing to go into commercial work, general education may be taught more effectively through the medium of commercial subjects than through academic ones.

Boys' training looks forward to both clerical work and business administration; but as clerical work is a preparation for business and is likely to occupy the first few years of wage-earning, training should aim especially to meet the needs of clerical positions.

Clerical positions for boys cover a variety of work which cannot be definitely anticipated and cannot therefore be specifically trained for. But certain fundamental needs are common to all.

Most of the specialized training for boys should be given in night continuation classes.

Girl stenographers need a full high school course for its educational value and for maturity. Girls going into other clerical positions can qualify with a year or two less of education; but immaturity in any case puts them at a disadvantage.

Boys' training for those who cannot remain in school should be compressed into fewer than four years. Immaturity in the case of boys is not a great disadvantage.

Bookkeeping has general value in the information it gives about business methods and for its drill in accuracy. To some extent it may aid in the development of reasoning.

Much of the bookkeeping in actual use in business consists in making entries of one kind only and in checking and verifying. Understanding

of debit and credit, posting and trial balance, is the maximum practical need of the younger workers.

Penmanship demands compactness, legibility, neatness and ease in writing; also, the correct writing and placing of figures.

The chief demand of business in arithmetic is for fundamental operations—adding and multiplying, also for ability to make calculations and to verify results mentally.

Undergraduate experience in school or business offices may be a valuable method of acquainting students with office practice and routine and with business organization and business standards.

QUESTIONS FOR PUPILS

BY J. W. STARK
Brampton, Ontario

Pupils who specialize on a garden crop will do well to answer these twenty questions at the end of the season:—

1. Name of crop you selected to grow this year?
2. Kind of soil on your plot, gravel, sand, clay or loam?
3. What crop grew on the land last year?
4. How did you prepare the seed bed this year?
5. What was per cent. germination of seed planted?
6. The date on which seed was planted in plot?
7. The date the first leaf came through the ground?
8. Number of times you hoed or cultivated your plot?
9. Names of insects found on your crop and how destroyed?
10. Was there any diseases such as blight, smut or rust?
11. Names of weeds that came up in the plot?
12. Did storms or other weather conditions affect crop?
13. How many of your friends visited your plot?
14. Date on which your crop was harvested?
15. Total number of days required to mature crop?
16. Yield from your plot in pounds of both grain and straw?
17. What rate would this be per acre of grain and straw?
18. Are you saving the seed for next year's seed?
19. How did your plot compare with your father's field in yield?
20. What benefits did you derive from caring for your plot?

Pupils who specialize in eggs will do well to answer these twenty questions at the end of the season:—

1. What pure bred variety of eggs did you set?
2. Are they a bred-to-lay strain and where secured?
3. On what date did you set your eggs?
4. The total number of eggs hatched out?

5. How many chicks were dead in the shell?
6. Number of chicks alive three weeks after hatching?
7. What feed did you give during first three weeks?
8. Did they have milk and clean water to drink, also grit?
9. Did they have a good outdoor run and were chicks and hen dusted for lice?
10. How many chicks were pullets, how many were cockerels?
11. At what age were chicks fully feathered out?
12. Did all feather out at same time or were some late?
13. Did you mark your chickens, so they would not get mixed with others?
14. Number of chickens alive on August 31?
15. If any chickens died, what was the cause?
16. What feed and drink did you give during August?
17. What kind of coop or house did you keep them in?
18. How old were chickens when hen left them?
19. Average weight of your chickens at four months old?
20. Are you going to keep them separate and set their eggs next spring?

GENERAL FEDERATION OF WOMEN'S CLUBS

Continued from page 657.

Thomas Mott Osborne, who received a hearty welcome.

The civic, conservation, public health, child labor exhibits were intently studied by the eager women. The literary, art, music and library headquarters were besieged by queries about study classes, among the outlines most sought being those on Latin American women, on musical history, on vocational education and guidance, on Americanization, on poetry in America, on Bible literature, and on women in poetry and song.

Club study has become more intensive and the clubwomen have been lifting all study work to a high level, so that the book is no longer of mere academic interest, but is viewed as "a distilled essence of human experience," mellow with age, or alive with pressing problems.

Among the striking results of research was the illuminating report of the General Federation's special committee on women's interests, and how they are planned for in the work of the various Federal departments at Washington.

Nearly every department was found to have something more or less of service to women in the home. But it was pointed out by Julia Lathrop, chief of the Children's Bureau, that not one dollar is given by the Federal government to any research in the arts which apply to the cause of the American family. She advised mothers to secure education for themselves, and see to it that among other things measures are provided for protecting maternity from needless risk.

The biennial was living proof that women know both how to keep school and how to keep

house. The Seventh Regiment Armory was wonderfully furbished up. Statuary, flowers and shrubbery transformed the great hall, which, however, was impossible as an auditorium, wasting the strongest voices. Perfect order and perfection of arrangement were provided by the splendid New York hostesses, who, through thirty-four committees, had planned so wisely and well, for two years.

The best attended meetings were probably the home economics conferences, conducted by state chairmen, most of whom are either heads of departments in colleges or in the extension work.

The training of the immigrant was approved (among the speakers being Mary Antin and Dr. W. N. Guthrie); an international court was favored (the chief peace advocate being the newly-elected General Federation president, Mrs. Josiah Evans Cowles of California); new ideas in stage craft were presented by Stuart Walker of the Portmanteau folding theatre; better films for children were shown (with talks by Miss M. G. Peck and O. G. Cocks); and sane, standard street dress was endorsed, there being lively dress discussions by fashion and economic experts, practical demonstrations and a beautiful history-of-dress exhibit.

The Metropolitan Art Gallery, literary institutions of all kinds, beautiful homes (among them that of Mrs. Thomas Edison), and club headquarters were thrown open to receive the throngs

of club women. Every department had its own luncheon or dinner. Visits were made, during recesses, to the Manhattan Trade School, to Governor's Island to inspect vocational work for soldiers, prisoners, etc., to the Gary system schools; to kindergartens, to outdoor special classes; penny lunch groups, etc.

The New York Public Library, E. H. Anderson, director, gave a reception following an exhibit of Shakespeareana and "a symposium of poets." Among poets who read were Martha Foote Crow, Edwin Markham, Witter Bynner, Edith Thomas, Florence Wilkinson, Arthur Guiterman. The women voters from the twelve suffrage states were given a great reception in Carnegie Hall, and the fact stated that thirty-three state federations of clubwomen have endorsed "Votes for Women." A pageant of women was staged at a big suffrage garden party at DuPont's on Long Island. The last day of the biennial was a well-earned play-day. New York and vicinity became the playgrounds with trips everywhere, including Coney Island, West Point, and the Washington Irving country—Sleepy Hollow.

Nothing more complete in the way of summer school could have been devised, it is plain, than this great and wonderful 1916 biennial of clubwomen in New York City.

J. A. S.

WOMEN AUTHORS

Margaret W. Haliburton, supervisor of primary schools, Waco, Texas, and author of the "Haliburton Primers," D. C. Heath & Co., has had an exceptional experience in training, in teaching and supervision, and in book making and other literary work.

She is a native of North Carolina, and a graduate of the Greensboro College for Women, North Carolina. Her teaching for the first nine years was in Asheville, North Carolina, with Philander P. Claxton as superintendent. In those years she collaborated with Mr. Claxton in making the first school-reader edition of "Grimm's Fairy Tales." (B. F. Johnson, Richmond, Va.) After nine years as superintendent at Asheville, Dr. Claxton was elected principal at the State Normal College at Greensboro, N. C., and took her with him as principal of his normal training school. She remained there until Dr. Claxton went to the State University of Tennessee, when she resigned to prepare the "Graded Classics," a series of school readers (B. F. Johnson Company).

After a course in Teachers College, Columbia University, she went to the faculty of the Virginia State Normal School at Farmville, where she remained eight years. While there she collaborated with Miss Agnes G. Smith in the preparation of "Teaching Poetry in the Grades"

(Houghton Mifflin Company), also "Playmates" and "Phonics in Reading."

It was after leaving Farmville that she wrote the "Haliburton Readers" for D. C. Heath & Co. For the last three years she has been primary supervisor in Waco, Texas, where she has a salary of \$1,800 and is regarded as one of the leaders of the state in progressive primary school work.

Mary F. Carpenter, author of "Essentials of English," and joint author of the "Baker-Carpenter Language Readers," was educated largely in Barnard College and Teachers' College, Columbia, and is teaching in the Horace Mann School, Teachers College. She has taught in the Albany Training School for Teachers.

Mrs. Stella Humphrey Nida, editor of "Ivanhoe Adapted for Children" (Row, Peterson Company), "Panama and Its Bridge of Water," (Rand, McNally Company), and "Polly, the Pioneer" (The Macmillan Company), is a native of Richmond, Summit County, Ohio, is a graduate of Ohio State University, and was a teacher in Ohio for eight years. Address, Mrs. W. L. Nida, River Forest, Illinois.

Teresa Peirce Williston (Mrs. Charles S. Williston) has made an unusual success with

"Japanese Fairy Tales, Two Series," and "Hindu Fairy Tales." They are as fascinating as the classics and serve a useful purpose in the enlightenment of the children of America about the peoples and traditions of other lands. Address, Elmhurst, Illinois.

Eva Wilkins, author of "The Weaver's Children," one of the significant books of the day, is a graduate of the Fredonia (New York) State Normal School, where she taught for a time, and from which position she went to Normal University, Normal, Illinois, where she taught history for ten years.

The material for "The Weaver's Children," which was gathered mostly unconsciously during childhood, took shape for a story while studying the economic history of the United States under Dr. Frederick Turner in the University of Wisconsin. Of this association she says:—

"These lectures suggested where stress should be laid to bring out the economic life and movement of the times. A selection of characters who should follow the children through the story, and the unifying fact of the debt to be paid, gave the proper story form, and the coincidence that the author's childhood journeyings followed the journeys of 'Julia and Lucy' made realism easy." Address, Bradford, Pa.

Frieda L. Martini of the Northwestern University, Evanston, Illinois, author of "First German Reader" (Ginn and Company), an unusual book in that it helps a student to learn German as easily and naturally as he would learn to do any concrete work. Miss Martini's genius in teaching is as genuine as is her mastery of the language of her parents. Miss Martini was born in Brooklyn, is a graduate of the Fitchburg, Massachusetts, State Normal School, Oberlin College (A. B.), Northwestern University (A. M.). Few teachers have done more skilful writing or have attained a more reliable literary market. Address, 6216 Newark Avenue, Norwood Park, Chicago.

Bertha May Clark, Ph. D., head of the science department of William Penn High School, Philadelphia, is one of the best equipped women scholastically in the country, and her literary achievements are equally noteworthy. She is a graduate of Goucher College, Baltimore, has been a student in the University of Göttingen, Germany, with a Fellowship of the Alumnae of Goucher College and also with a Fellowship of the Southern Association for Promotion of Education Among Women. She had a Fellowship in the University of Pennsylvania, where she received her Doctorate in Philosophy. She is a member of Phi Beta Kappa and Sigma Xi, is a Fellow of American Association for Advancement of Science, and is on the Board of Directors of the Botanical Society of Pennsylvania. She is author of "General Science," "Laboratory Manual to Accompany General Science," "Introduction to Science" and "Experimental Science." Address, William Penn High School, Philadelphia.

STANFORD'S BEST

[San Francisco Examiner.]

Who are Stanford's ten greatest graduates, and why? President Ray Lyman Wilbur of Stanford University has named the men who have achieved the greatest worldly fame.

Both President Wilbur and Chancellor David Starr Jordan declare that these men achieved success outside of college because they were successful in college. They were prominent during under-graduate days in one or more forms of student activity.

This is Dr. Wilbur's list:—

Herbert C. Hoover, '95, mining engineer, head of the Belgian Relief Commission for America.

Will Irwin, '99, journalist.

Ralph Arnold, '95, geologist, and member of the board of trustees of Stanford University.

Jackson E. Reynolds, '96, attorney for the Central Railroad Company of New Jersey.

Royal C. Victor, '00, attorney-at-law, New York City.

Myron A. Folsom, '96, general counsel for the Western Union Life Insurance Company, Spokane.

Henry Suzzallo, '99, president of the University of Washington.

David Snedden, '97, state public school commissioner of Massachusetts.

Caspar W. Hodgson, '96, publisher, Yonkers, N. Y.

A. B. Spalding, '96, surgeon and professor in the Stanford Medical School, San Francisco.

TO THE SCHOOLMASTER'S WIFE

The Schoolmasters' Club of Cook County, Illinois, who hold meetings at lunch time in Marshall Field's grill room once each month, gave a banquet to their wives at the Brevoort Hotel on May 12.

An elaborate course dinner was followed by toasts with J. R. Harper of Wilmette as toastmaster.

The guests of honor of the occasion were Mr. and Mrs. Homer F. Kingsley of North Evanston, who after thirty years of devoted service have been granted a leave of absence for a year by the school board, a most flattering and gratifying recognition of which they are most deserving. Both Mr. and Mrs. Kingsley responded with great wit and cleverness to toasts relative to changes in their time in educational ideas.

The women guests were toasted by Mrs. W. L. Nida of River Forest as follows:—

Who shall sing praise of the Schoolmaster's Wife, for her price is far above gasoline.

The success of her husband resteth upon her, for she shall do him good or she shall do him evil all the days of his life.

She vaunteth not herself, is not puffed up, neither is she the envy of other wives. For the woman who prevaileth with her husband scorneth her, saying: "She is tied to a weakling," and the one who hath yielded to his iron will, pitieth her, saying: "How shall one live with tyrants?"

Shē openeth her mouth with discretion and speaketh kindly of all, but not more kindly of one teacher than of another. The praise of other people's children shall continually be in her mouth.

She bringeth up her own children in the way they should go, and exalteth them not, but biddeth them to walk carefully before the public lest it be said: "How shall a man who permitteth his own child to have a fault be entrusted with our treasures?"

She adorneth herself in modest apparel with meekness and sobriety, not with brodered hair or gold or pearls or in any manner outdressing the Board members' wives, lest her husband's salary be lessened and his stipend cut down.



Library, Iowa State Teachers' College, Cedar Falls, Iowa.

She laboreth in the church and in the club and contenteth herself in lowly places, in honor always preferring the lady Board members.

In the winter time she layeth in a stock of fine linen and outfitteth her own family and maketh over her own clothing, for in due season cometh the summer vacation when she must retrench.

Then joineth she with her husband in the schoolmaster's grace which sayeth: "Better economy and quiet at home than expense and riot at a summer resort."

She blusheth not to ride in an out-of-date car, yea, even a second-hand model, saying: "I would rather ride with my schoolmaster in a Ford than to speed with John D. in a Cadillac."

She goeth forth and meeteth her friend, Mrs. Smith, and Mrs. Smith gazeth at the landscape and seeth her not. And she pondereth these things in her heart. Whereupon she sayeth to her consort at noontide: "Wherefore spankest thou Johnny Smith?"

And he saith: "I have not spanked Johnny Smith, neither have I corrected him (though the Lord knows he needs it)."

"Then," saith she, "surely his teacher hath failed to promote Johnny Smith and Mrs. Smith and I can never more be friends."

Who shall sit in the seats of the most high? Not the minister's wife, for there be other churches. Not the grocer's wife, for many shall furnish meat. But the schoolmaster's wife subjecteth herself to all, she pleaseth the whole community. With ten small monthly bags of shekels she encompasseth twelve large monthly batches of bills and radiateth forth culture, charity and affluence in all seasons. Surely she shall enter in at the straight gate.

GLEAINED FROM TEST PAPERS

Julius Caesar was killed by the Ides of March, who were bitter enemies of his.

Julius Caesar was assassinated by his enemies on the floor of the consulship on April 15, 44 B. C.

They wrote twelve tables of Laws called the decemvirs which were fastened to the Rostra.

They were ten men appointed to frame a code of laws and at the end of a year these men were expanded and another selection made.

The Roman army was composed of 100 years of soldiers.

Alcibiades was versatile and did things just the opposite than they should be done.

A prominent policy of President Jackson's was what he said was not to be contradicted.

Peripathetic.

The poetical sex of people wrote many tales.

Demonic form of Egyptian writing.

The History of Rome was but a vision up to this time.

The people who died were thought to ascent to

heaven immediately. If the person were bad he was considered to live with his own soul.

Beside good faults he also had bad ones.

The Peloponnesian War was caused by the butting in of Athens to the trouble between Corinth and another city.

"On account" means that goods are sold to be paid for in the near future.

Discount is the money allowed if payed within a length of time.

The debit side of Bills Payable account is never larger than the credit because you cannot promise to pay more money than you have.

A vulture is a written statement proving some transaction.

He (Sulla) resigned and went off and died.

A VALUABLE SYMPOSIUM

The Journal of Ophthalmology, Otology and Laryngology, of Cincinnati, has devoted its entire April issue to a "Symposium on Speech, Voice and Hygiene of the Vocal Tract," by important men among actors, teachers, physicians and business executives. The whole series of articles, with many helpful illustrations and drawings, occupies only eighty pages, and will be available in pamphlet form, from the Office of Publication, at Lancaster, Pa., at twenty-five cents the copy. So far as the writer knows, this is the first broad survey of these subjects, in their mutual relations, from the point of view, not of the professional teacher of speech, but of the public. It should prove of interest alike to the schools and to the general reader.

Professor Clapp, of Lake Forest College, has written an introduction to the pamphlet, in which he gives some account of the work and purposes of the Committee on American Speech, appointed by the National Council of Teachers of English, under whose auspices the symposium was prepared. The general plans of the committee have been published in the English Journal, Vol. IV., No. 9, 1915. It aims to call the attention of the public to the defects of the American voice and to draw together in helpful co-operation the various influences making for reform—teachers of elocution and singing, teachers of English, normal schools, actors, women's clubs, dentists and physicians. The chairman of the committee is Professor Fred N. Scott, of the University of Michigan, and among its members, besides a large array of teachers and physicians, are such well-known people as David Bispham, Otis Skinner, Margaret Anglin, Arthur Brisbane and Charles H. Towne.

Perhaps the most interesting contributions to the present pamphlet, because the most unusual, are those by the medical men, who deal chiefly with abnormal and diseased conditions of the throat and mouth cavity and with the general health as affecting speech. Particularly noteworthy is a paper by Dr. F. B. Noyes, of Chicago, on "The Relation of Mouth Formation to

Voice and Speech," with some striking plates from Dr. Angle's "The Treatment of Malocclusion of the Teeth," showing how proper treatment may change completely the size of the mouth cavity and the proportion of the features. Dr. Burton Haseltine, of the Hahnemann Medical College, Chicago, has contributed a review and analysis of the valuable book recently published by Dr. Floyd S. Muckey of New York, "The Natural Method of Voice Production" (Charles Scribner's Sons). This work, as those who have seen it will agree, brings together for the first time, in comprehensive and brief form, the latest results of research in anatomy and physiology, together with the conclusions already reached in acoustics and phonetics by Scripture and others, but hitherto available only in advanced treatises. There are

also in the symposium various papers by business men, efficiency and welfare superintendents, and so on, though these are of value chiefly as showing that the effort to interest outsiders is succeeding. In the business world, apparently, the necessity of proper speech is felt, if at all, chiefly in connection with the telephone. Finally, one should not overlook a very illuminating and comprehensive brief paper on "Voice Hygiene," by Dr. J. C. Beck, of Chicago.

On the whole, the writer can imagine no better way for any high school or college teacher of public speaking or oral English to spend the first two weeks of classroom work in the fall than in the reading and discussion of this symposium.

A. T. Robinson.

BOOK TABLE

THE CITIZENS BOOK. Edited by Charles R. Hebble and Frank P. Goodwin. A Book for All Who Live in Cities. Published under the auspices of the Cincinnati Chamber of Commerce. Cincinnati: Stewart & Kidd Company. Large 12mo., elaborately illustrated. Price, net, \$1.25.

Cincinnati Chamber of Commerce has attracted nation-wide attention by its civic achievements in the past ten years. The Chamber itself had gone from a membership of 800 in 1905 devoting themselves exclusively to the interests of a grain exchange, to 3,000 in 1915 with masterful civic leadership. The use of the telephone system has tripled in subscribers and in efficiency. The smoke nuisance is well-nigh abated. Reduction in annual fire loss one-half. Death rate of children reduced fourteen per cent. and general death rate reduced sixteen per cent.

Construction of new water works, providing pure water. Present death rate of typhoid fever one of the lowest in the United States. Construction begun on new \$2,500,000 courthouse.

Construction of new municipal hospital; twenty-four buildings covering sixty-five acres of land; no finer in the country.

Construction of the first municipally owned tuberculosis sanitarium in the United States; a magnificent institution. Commencement of work on new high pressure fire system.

Renaissance of the public schools. Introduction of modern school courses, including manual training, domestic science and vocational instruction. High school enrollment increased fifteen times as rapidly as the population of the city. Construction of three modern high schools, each costing about one million dollars. Construction of eighteen new grade schools; thirty others remodeled. Modernization of the University of Cincinnati; enrollment increased from 625 in 1905 to 2,600 in 1915. Scholarship standard raised, new colleges instituted.

A general raising of standards of municipal government; introduction of purchasing department; modern double entry accounting system; the city budget; civil service in municipal affairs; non-partisan health and park boards; public welfare department; introduction of modern building code, assuring safety in construction of buildings both public and private; housing inspection, reducing tenement house evils; abolition of House of Refuge.

Adoption of comprehensive park plan. Park area increased from 438 acres to 2,500 acres. Inspection and regulation of all places where food is manufactured or offered for sale.

Elimination of public gambling, women from saloons, questionable dance halls; a general moral cleaning up. No large city is less burdened with these things than is Cincinnati.

THE AVOIDANCE OF FIRES. By Arland D. Weeks. Boston, New York, Chicago: D. C. Heath & Co. Cloth. 128 pp. Illustrated. Price, 60 cents.

"Safety First," which the railroads started, is becoming the slogan of school officials and publishers, and authors do well to get in line with this sentiment. Whoever issues the first book upon any important subject

that meets a universal need, as in this case, wins an abundant return for the investment.

Here is a book that should be put in every school-room in America immediately. There is no excuse for delaying a day. The cost is nowhere prohibitive and no school is exempt from the need.

In view of the enormous annual fire loss in the United States, this book must afford one of the most effective means of aiding in the conservation of life and property.

The book has practical suggestions for young and old, employee and employer, by which the annual waste and destruction by fire may be reduced. There are chapters devoted to the dangers of kerosene, the dangers of gasoline, spontaneous combustion, chimneys and stoves, gas and electricity, Christmas trees and bonfires, the celebration of Independence Day, forest and prairie fires, incendiarism, dangers of moving picture exhibitions, the advantages of fire prevention, fire drills in schools, and last, but not least, a chapter of warnings and cautions, the heeding of which would make most fires well nigh impossible.

THE IDEAL CATHOLIC READERS—THIRD READER. By a Sister of St. Joseph. New York: The Macmillan Company. Cloth. Illustrated. Price, 40 cents.

This book has the merits of other Third Readers in illustration, in classic literary selections in prose and verse, with admirable nature information, and at the same time it meets all the needs of the church in its Biblical and other religious setting.

THE GREAT LAKES SERIES. By Edward Payson Morton, Ph.D. The Mohawk Valley and Lake Ontario, Lake Erie and the Story of Commodore Perry, Lake Huron and the Country of the Algonquins, Lake Michigan and the French Explorers. 623 South Wabash avenue, Chicago, Illinois: Ainsworth & Company. Each 104 pp. Cloth. Profusely illustrated, with maps and questions. Price, 28 cents. Also in Lakeside Classics Series, paper, side-stitched, with cloth strip on back, 15 cents each.

These books are prepared expressly for the fourth grade. They are in conversational form with a continuous story of a summer vacation on and about each lake in steamer, automobile, electric street cars, railroad and carriage.

The illustrations are of modern times and also of the time of the Revolution; of the early settlements, and of the scenes of the romantic history and stirring events of the English, French and Indian wars.

In each book special attention is given to the history and geography of the region traversed. Appended to each chapter are questions designed to stimulate the pupil's curiosity, and set him to thinking about what he has read.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

27-30: Maryland State Teachers' Association, Ocean City. Hugh W. Caldwell, Chesapeake City, secretary.

JULY.

8: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

3-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

AMESBURY. The town of Amesbury has recently appropriated \$125,000 for a new high school building and equipment and \$7,000 for a large fifteen-acre lot for the site. Work will be begun within a very few weeks, and it is expected that the new building will be ready for occupancy in September, 1917.

Burr F. Jones is superintendent here.

NEW HAMPSHIRE.

MANCHESTER. Superintendent L. P. Benzet of La Crosse, Wis., who was elected to succeed Superintendent Bickford here, at a salary of \$4,500, has decided not to accept the position. Instead he has accepted the superintendency of Evansville, Indiana, at a salary of \$4,200. In his Evansville position he will receive \$1,000 additional as a member of the State Board of Education. In La Crosse his salary is \$3,700. Superintendent Bickford, who announced that he would not be a candidate for re-election, receives \$3,500 here.

RHODE ISLAND.

NEWPORT. Pupils of the Rogers High School staged an unusual Shakespeare tribute, "Ye Merrie Masque of Fooles & Fayries, Presented in Humble Homage to Ye Glorie of Ye Human Intellect, William Shakespeare, by Ye Schoole of Rogers." Appreciative audiences witnessed the piece on two successive days.

CONNECTICUT.

NEW HAVEN. Rev. Dr. Timothy Dwight, former president of Yale University, died at his home here May 26. He was eighty-eight years old. His presidency at Yale was from 1886 until 1899.

MIDDLE ATLANTIC STATES.

MARYLAND.

ANNAPOLIS. Forrest P. Sherman, son of Frank J. Sherman, the widely-known representative of Newson & Company, stands first in his class (1918) at Annapolis.

BALTIMORE. A committee whose duty it will be to lay the necessity of vocational training before the board of estimates and the board of school commissioners will be appointed by Mayor Preston as a result of a resolution proposed by John H. Ferguson, president of the Baltimore Federation of Labor, at a public conference on the subject in the City Hall.

The meeting was called at the suggestion of the Merchants and Manufacturers' Association and the Baltimore Federation of Labor, and was attended by a large number of school principals, teachers and those interested in educational lines. Mayor Preston presided.

PENNSYLVANIA.

PHILADELPHIA. Holding that the dismissal of Professor Scott Nearing by the University of Pennsylvania because of his "social and economic teachings" was unjustified and that the action was an "infringement of academic freedom," the American Association of University Professors has made public the reports of its committee which had made the investigation.

UNITY. Each school prepared a float which was used to carry the pupils to a meadow which was loaned for the occasion by S. O. Hughes, one of the progressive directors of the district, for the Unity Township May festival. Each child was dressed in harmony with the decorations of the float and all carried lunch baskets. There were more than thirty floats in the parade and they made a very beautiful sight as they went

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along Lincoln highway in procession to their destination. First came the May Queen on her throne, following which was a peace float, the fairies, the butterflies, the daisies, the sunflowers, the Camp Fire Girls, the Maypole float, the shepherdesses and Little Boy Blue, the chrysanthemums, the Indians, the Italian flower girls and many others.

The exercises consisted of choruses by the thousand children from the schools and folk dances and choruses of individual bands of pupils. Among the dances was the Maypole dance in which gaily decorated girls and boys threaded the maze about the Maypole.

Unity Township is one of the districts which, during the past year on a number of occasions, has had community singing. A fine spirit of progressive education is manifested by the directors, who in turn reflect the sentiment of the people.

Professor Gwynne is principal here.

SOUTHERN STATES.

OKLAHOMA.

MUSKOGEE. Superintendent Monroe thinks, and a large number of the parents agree with him, that it would be much better for the school children to be in school all the year than in school nine months of the year and out of school three

months, forgetting a large part of what they have learned.

"The people of Muskogee have a million-dollar school equipment. Why should that equipment stand idle three months of the year?" says Mr. Monroe. "No reason at all, except that when the first free public schools were organized they were organized in country towns where most of the inhabitants were farmers. The parents needed the children to work on the farms during the summer and so the schools were closed during the summer months. And so we have been closing our schools ever since.

"Except in communities where cotton growing is the principal occupation. There school vacations come during the cotton picking time in order that the parents may have the benefit of the child's work.

"And instead of leaving school to help make the crops or pick cotton or whatever else is to be done the child should be in school, getting an education.

"An all-year school is coming in Muskogee. It is coming slowly, but it is coming. Many of the children run wild during the vacation period. It would be better for them to be in school. We warn the school buildings in winter, and with the same plants that we have now we could cool the buildings in summer at less expense and with less trouble. There are big fans in the buildings and a cake of ice placed in front of the fan would make the schoolrooms cool and pleasant during the summer months."

Mr. Monroe's plan for an all-year school would include a re-arrangement of the course of study so that in three quarters the child could complete the regular year's work, with the privilege of gaining an extra quarter during the remaining period of the year. This plan of going to school all the year round would save two years of high school work, the actual saving of two years in the child's life. Plans would be made by which the parent who desired to take the child away on a vacation could do so and if the trip were an instructive one credits would be allowed on the school work.

TEXAS.

McALLEN. The May festival of the high school was an all-day affair and combined a farmer's stock show, a May day procession, a session of out-door folk games and dances and an evening musical and literary program. It was more than a town affair, for Superintendent H. Clay Harvey enlisted the people of the valley in the festivities of the day.

SAN ANTONIO. Compulsory education, mill tax for higher education, increased armaments, libraries, Mexico and peace are the subjects most frequently called for from the "People's Loan Library" package library system maintained by the extension department of the University of Texas, according to Miss Elizabeth West, president of the Texas Library Association, and San Antonio librarian. This package library system is a live feature of state library activity, and the service is in great demand since its operation has become more generally known. The books, papers and clippings composing these packages are loaned free to any resident of Texas who will pay the postage or express on the package.

The State Library Association is making every effort to arouse interest in the county library law and to urge work for the perfecting of this law. Members of the state association have attended the recent district meetings of the Texas Federation of Women's Clubs and asked the assistance of the club women in perfecting this law.

To the state organization comes the report of the endowment of a public library at Port Arthur through the activity of the high school library in rousing public interest. Sixty thousand dollars has been given the city to build, equip, and endow a public library. The endowment fund will be supplemented in order to maintain adequate library facilities.

The city engineering department of Dallas is forming a society and developing plans to acquire a technical library by a small assessment from members.

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CENTRAL STATES.

INDIANA.

SOUTH BEND. A business manager for the schools of South Bend is to be appointed by the Board of School Trustees soon. The manager will have charge of all business transactions, purchases of supplies and conduct of lunch rooms and be responsible for the custodians of the buildings.

ELWOOD. This city is the scene of the latest difficulty between superintendent and school board. Following the recent refusal of Superintendent J. L. Clauser to resign when requested to do so by the board, the board has announced that resolutions have been adopted taking from him the power to employ or dismiss teachers, to pay any bills or contract any debts.

HOPE. C. W. Cauble, for several years superintendent of the Nashville schools, has been engaged as superintendent of the Hope schools for next year.

COLUMBIA CITY. Julius C. Saunders, for seven years superintendent of the Columbia City schools, has resigned, to take effect at the close of the present school year. He has been elected vice-president of a local banking institution.

GREENCASTLE. Edwin C. Dodson, for four years head of the mathematics department of Shortridge High School, Indianapolis, has accepted a position as superintendent of the schools here. He is a graduate of Indiana University and holds a master's degree as well as a special diploma in administration from Columbia University.

INDIANAPOLIS. After several years of litigation this city has obtained permanent possession of the old arsenal grounds, more recently the site of Winona Technical Institute. A recent decision of the state supreme court upheld the favorable decision of the lower court. The grounds cover seventy-five acres in the eastern part of the city and are ideal for use in increasing the city's school equipment. At the present time the property is valued at a half million dollars.

A recent act of the Legislature will permit the school board to issue bonds to the extent of \$250,000.

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which will be used for the improvement of the present buildings, and the erection of new ones. It is planned to make provisions for at least 900 additional pupils there in the near future.

"When the miserable drunkard stands before the police judge, a veritable social wreck, the thought occurs that this man was probably for years a school boy." In this manner Professor Louis J. Rettger of Terre Haute turned the discussion of the forty-third annual National Conference of Charities and Correction at Indianapolis May 10, from technical matters of health into educational channels. He spoke upon "Longer and More Effective Living." The importance of the public school in this regard had not been anticipated.

The greatest contribution of the National Conference this year in the field of education was a series of six meetings arranged by the committee on children under the chairmanship of Miss Julia C. Lathrop of the Federal Children's Bureau. These were given over entirely to a consideration of the social service value and demands upon the public school. At one session the liveliest sort of give-and-take argument on the Gary scheme was indulged in. The public school teachers of Indianapolis made special arrangements to take advantage of the conference.

The conference at Indianapolis lasted eight days and broke all previous records for size of gatherings of men and women engaged professionally in social work. The main divisions of discussion were upon children, corrections, the family and the community, feeble-mindedness and insanity, health, inebriety, promotion of social programs, public and private charities and unemployment. The next session will be held at Pittsburgh during the spring of 1917 under the presidency of Frederick Almy, secretary of the Buffalo Charity Organization Society.

ILLINOIS.

CHICAGO. Educated young women all over Cook County are proving themselves real leaders of agricultural instruction. Hundreds of rural teachers in the county have entered into the work of vocational training for farm children.

Among the young women who have distinguished themselves in this line is Miss Cora Kellogg of District No. 12, Barrington. She is a leader, and has done much to arouse the people of her neighborhood to the needs of agricultural and domestic science training. Every boy and girl over ten years of age in the district is enrolled in a garden or poultry project, and even many of the young people who have quit school and gone to work on farms are participating in this special educational plan.

They are not only learning to produce grain, vegetables, fruit and flowers under the best methods, but

are being impressed with the wisdom of raising things that can be marketed to advantage.

Seed corn testing has been carried on in Miss Kellogg's school this spring much to the benefit of all farmers in the district. A great deal of this corn was found unfit to plant, and thus farmers were forewarned against putting poor seed in the ground. With many this means the difference between success and failure. All farmers are enthusiastic over the way their children are being brought along in practical education.

Miss Eleanor Putnam of District No. 8 is showing the people of her neighborhood that there is an intimate connection between the school and the activities of the community outside. She has organized a sewing club of seven members, a garden club of six members and a cow-testing club made up of the larger boys in the district.

The girls in the sewing club remain some evenings after 3.30 p. m. to take lessons in this branch. Sometimes the club meets in town at the homes of members, thus fostering the sociability which is so often lacking in rural neighborhoods.

In the cow-testing project the boys have learned to operate the Babcock milk tester.

An old church a few miles from Barrington serves admirably in this community as a place for social centre gatherings, and Miss Putnam has made good use of it in the bringing together of farm families and the general betterment of rural life.

Miss Rose Zoll of District No. 2, near Dundee, has shown that, even with an antiquated schoolhouse in a remote district, much practical, up-to-date educational work may be accomplished and the needs of the community properly served.

J. Ogden Armour has added \$500,000 to the endowment of Armour Institute, to which his father gave \$3,500,000. The buildings have cost \$1,500,000 and there will now be an endowment fund of \$2,500,000. President Frank W. Gunsaulus has made a national institution of this institute.

QUINCY. Superintendent Edward G. Bauman retires from the superintendency after eight years of service.

KEWANEE. Twelve hundred bushels of dandelions was the response of pupils to the Kewanee Civic Club's offer of 25 cents for each bushel dug in the city limits and delivered on May 27, "Dandelion Day." More than \$300 was paid out. The highest amount paid was \$3 to a boy. Girls as well as boys were in the army of diggers.

IOWA.

CEDAR RAPIDS. Agriculture and amateur gardening, which have been introduced into the curriculum of the public schools, have aroused the interest of Cedar Rapids boys and more than 2,500 are engaged in making gardens on the grounds

leased by the Board of Education for that purpose. Prizes amounting to more than \$300 have been offered by various civic associations for the best looking flower beds, the best vegetables, the plot yielding the greatest crop, etc. The lads are entering into the competition with the same spirit that has marked their activity on the ball field.

The last of the seed corn raised on the Grant school grounds has just been sold. Nearly \$100 was realized from the sale of this seed corn. Most of the corn sold at \$6 per bushel, although some of it brought but \$5. Arrangements have been made whereby the children will have a booth on the Cedar Rapids market and will offer their vegetables and flowers for sale one morning each week in competition with other truck farmers.

The work is in charge of Miss E. M. Bardwell.

MISSOURI.

WARRENSBURG. The State Normal School had ninety-one graduates in its class this year. This is the first graduation under the administration of President Hendricks.

NORTHWESTERN STATES.

OREGON.

LA GRANDE. John Girdler has been re-elected superintendent of city schools. This will be his fourth year and general satisfaction is expressed at his re-election. "Harmony and progress," says the School Board, "have ever been the rule during the Girdler regime."

MEHAMA. This little rural school district, with only a one-teacher school, has four acres in the school lot. Of this our correspondent who visited it says: "Just natural loveliness, forest on one side and a frolicking mountain stream on the other." All over Oregon there are just such lovely school grounds.

Reports and Pamphlets

"Report of the Committee on Elimination of Subject Matter." Iowa State Teachers' Association Publication. 54 pages. A. C. Fuller, Jr., State Superintendent of Public Instruction, Des Moines, Iowa, secretary.

"Needed Changes in Secondary Education." Two papers presented at the Pan American Scientific Congress, Washington, by President Emeritus Charles William Eliot of Harvard University, and Ernest Nelson, director of Secondary Education, Argentina. United States Bureau of Education Bulletin, 1916, No. 10. 32 pages.

"Advancement of the Teacher with the Class." By James Mahoney, South Boston High School, special collaborator, United States Bureau of Education. Bureau Bulletin, 1915, No. 42. 90 pages.

"Civic Education in Elementary Schools, as Illustrated in Indianapolis." By Arthur W. Dunn, special agent in civic education, United States Bureau of Education. Bureau Bulletin, 1915, No. 17. 35 pages.

Little Falls, N. Y. 1915 Report. 69 pages. John A. De Camp, superintendent.

Fairhaven, Mass. 1915 Report. 38 pages. Charles F. Prior, superintendent.

Club Work in Allegheny County

Allegheny County is the most intensely industrial county in the United States and its industries are all of the intense kind. It has been regarded as a hopeless county for country club activities of boys and girls. Orton Lowe of Wilkinsburg, assisted by County Superintendent Samuel Hamilton, has made a great beginning this season.

He began organizing the work about the middle of March and for the summer has enrolled 1,834 school children in garden, poultry and corn clubs. The best enrollment is naturally in the garden clubs, as many of these members live in boroughs where vacant land is easily obtained for cultivation in small plots. The number of children working in gardens is 1,313; 122 of this number are enrolled in four school gardens. There are 474 boys and girls in poultry clubs, and 47 in corn clubs. The small enrollment in corn clubs is due to the fact that this is not a corn-growing section, attention largely being given to truck gardening, fruit growing and dairying. This enrollment is distributed among twenty-five districts, fourteen of which are townships.

The general plan has been to devote spring and summer to out-door activities such as the gardening and corn clubs. They hope to organize for the fall and winter projects of an in-door nature such as handicraft clubs and domestic science clubs. They also plan to give special attention next year to the organization of canning clubs, urging the members to raise their own vegetables.

The club work is connected with the school work by means of a record book placed in the hands of each member. This record book calls for a drawing of the field plot to scale, a record of the official visits made to the plot, a correct account of expenses and receipts and a story of how the plot was conducted.

One feature emphasized with every club member is the use of the net profits of his club work. It is urged that most of the members open a savings account with these profits.

One thing that will interfere this summer with the most successful carrying out of the plan is the lack of sufficiently close inspection. This will be overcome by another year in several ways; for this year two experimental gardens have been started in connection with the botany work of the high schools of some of the districts. Through these experimental gardens enough interest in the knowledge of plants and of plant propagation will be aroused to utilize the students of the botany classes as intelligent visitors and inspectors of the home garden plots of the districts.

The task in this county is a great one, and the club activities must be diversified, and for this reason they will have to move slowly.

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A. E. WINSHIP, Editor

WHAT MODERN EDUCATION MEANS

BY WILLIAM G. WILLCOX

President Board of Education, New York City

In the progress of modern civilization, the crowding of population into cities brings many new and difficult problems and of these none is more serious or important than the problem of public education.

In the country, boys and girls received a large part of their education in the home and on the farm, in the fields and in the woods and in the multiform activities of country life. There their education was intensely practical. There they learned to do things, to observe accurately, think quickly and act definitely. If their academic education was sometimes deficient, the lack was supplied by the real problems of life. The education of the country or village school merely supplemented the broader education acquired outside of the schoolhouse. There was no need of workshops at the school, for chores and odd jobs of all kinds about the house and the farm fully supplied that form of education. There was no

need of playgrounds or gymnasiums for boys and girls living in the open country with an abundance of healthful exercise in fields and woods. There was no need of swimming pools, with the numerous ponds and streams and surreptitious swimming holes dear to every boy's heart. Girls learned cooking, sewing, dressmaking and millinery in their own homes and had no need of such instruction in school. The education in handicraft and the influence of responsibility outside of the school, supplemented by the three R's and other academic subjects taught in the school, furnished an all-round education for country boys and girls whose value in the development of strong, self-reliant character can hardly be overestimated. The pride of workmanship, the satisfaction of doing a good job in any line of manual work, is a tremendous influence for good in the development of character. No boy amounts to much unless he can win his own self-respect, unless he can hold up his head with pride over something which he himself has achieved, and for which he and he alone is entitled to credit. It is this pride of achievement which largely gives value to competitive contests in athletics and other school activities, but in the multiform activities of country life such pride of achievement touches and inspires the child's development at every point. To plow the straightest furrow, to raise the best crop, to be a good rider or driver, to swing the axe true and

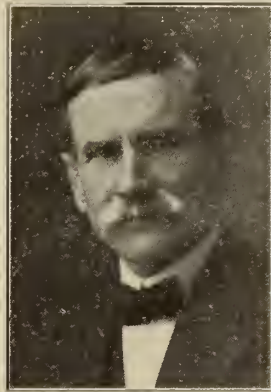
strong, to climb the highest tree, swim the widest stream, catch the biggest string of fish, shoot quickly and accurately, to bake the best bread, put up the best preserves, make the prettiest dress, hat or quilt, these and a hundred other competitive efforts are an ever present and potent influence in moulding the character of the country child.

In contrast with these conditions of country life we find in New York more than one-half of the entire population of the state crowded into one city. We find over a million of children of school age, the great majority of whom receive but little training in handicraft or education of the senses at home. We are gradually learning to appreciate that academic education alone is a very one-sided education, that true education must include training of the hand as well as the mind, training of senses, observation and judgment, training to use knowledge as it

is acquired; that children obtain more valuable education by doing things than by learning about things, and that if such training of the hands and senses is not supplied outside of school as it is to the country boy or girl, this lack must, as far as possible, be supplied in the school. The effort to meet this need is largely the cause of the introduction of so-called fads and fancies into our schools, many of which are perhaps of little practical value in themselves, but all of which are intended to train the hand, the eye, invention, imagination and judgment.

On approaching our New York problem from the standpoint of efficient organization a business man must be impressed at the outset with the great need of additional school accommodations. While many of our school buildings are among the finest in the world, many are overcrowded, many are old and in poor condition, and many are sadly lacking in playgrounds, auditoriums, gymnasiums, manual training rooms and workshops. Over one hundred thousand children are receiving less than five hours instruction, and a far greater number are deprived of any adequate training of hand and senses to supplement their academic work.

On further examination, however, one must also be impressed by the fact that many important advantages which are provided are very inadequately used. Playgrounds are occupied but a small



WILLIAM G. WILLCOX
President Board of Education
New York City

part of the day, expensive auditoriums are used for one or two periods only, workshops and gymnasiums are idle during a large part of the academic session. The economic extravagance of using a \$150,000,000 school plant less than two hundred days in a year is bad enough, but the inefficient use of these important parts of the plant during the school term must impress the most casual observer.

Two years ago I had the privilege of going with Mayor Mitchel, President Churchill and a number of other representatives of the city administration and the Department of Education to visit the schools of Cincinnati, Chicago, Gary and Milwaukee. We were looking mainly for information and suggestions to help us in meeting the problem of industrial training in our New York schools. Among the many interesting things which we saw none impressed us more than the schools of Gary, Indiana. There we found children in workshops, in science laboratories, in auditorium exercises, in gymnasiums, in swimming pools and in supervised play in the playgrounds, supplementing the work of the academic classrooms and giving a new interest and incentive to the whole school life.

In connection with this richer and more varied curriculum, we were also greatly interested in the efficient and economical use of the school plant. Playgrounds, swimming pools, gymnasiums, science rooms and workshops were used all day long, the schedule being so arranged that one-half of the school was occupied in these activities while the other half of the school was in the classrooms. By this division each classroom was used for two alternate classes, thus practically doubling the classroom capacity of the school. Here was an idea which offered great possibilities in the solution of our New York problem. With such an arrangement a larger number of children could be accommodated and the crowding could be reduced. Instead of forty-eight classrooms, for example, devoted to academic work, twelve of the rooms might be devoted to workshops and science rooms, and with the addition of gymnasium, auditorium and playground each of the remaining thirty-six rooms could be used for two alternate classes, thus giving the school a total capacity of seventy-two classes instead of forty-eight classes, or an increase of fifty per cent. If this plan could be introduced in New York it would go far to solve our part time problem and at the same time add enormously to the advantages offered to our school children.

While, however, this plan is perfectly practicable in a new building, it is far more difficult to introduce it satisfactorily into our old buildings especially in congested sections of the city. Under many disadvantages we have been trying the experiment during the past year in two of our schools, No. 45, Bronx, and No. 89, Brooklyn.

In neither school have we had adequate facilities for a thoroughly fair trial of the plan, but the success achieved in the face of such disadvantages has been encouraging and both principals are enthusiastic advocates of the plan. Practically all of the complaints and criticisms concern matters of administration which are by no means vital to the double session plan, and which will doubtless be satisfactorily adjusted as the experiment proceeds. The experiments tried at No. 45, Bronx, of allowing children to stop on their way

to or from school for religious instruction at their own churches has, perhaps, excited more comment and opposition than any other feature, but this is a comparatively unimportant part which may be included or excluded without materially affecting the plan. This feature has not been included in the experiment at No. 89, Brooklyn, and will not, I believe, be included in any similar re-organization of other schools.

Five more schools in the Bronx have just been re-organized on this plan and the results should soon be apparent. I am interested in the testimony of one of your prominent citizens that his chil-

dren are taking more interest in their work, asking more questions, are more alert, show a spirit of initiative in everything they do and that in his opinion the new school plan does what the old one failed to do, relates its program to real things of real life. Such testimony is certainly encouraging and leads us to hope that other parents will notice similar results.

In the meantime it seems very clear that we have everything to gain and nothing to lose by adapting our congested school buildings to such a double session plan. In spite of the millions of dollars expended for new buildings during the past few years, the school population has increased much faster than the classroom capacity and the part time situation has grown steadily worse. If we were to attempt to adequately meet the part time problem today under the old plan of a reserved seat for every pupil we should need to appropriate immediately some \$50,000,000 for new buildings and even these would be outgrown before they were completed. So impossible does it appear in this way to overtake the rapidly increasing school population that as a practical proposition it is safe to say that we must choose between part time and some double session plan.

A double session plan which merely crowds some of the children into the auditorium or basement while waiting for their turn in the classrooms, is but little better than a part time schedule. Provision must be made for interesting and useful occupation for one-half of the school outside of the classrooms, and for this purpose the combined capacity of the workshops, gymnasiums, science laboratories, auditoriums and playgrounds should equal the aggregate capacity of the classrooms.

Our board of superintendents and our super-



DAVID B. JOHNSON
President N. E. A.

intendent of school buildings estimate that an expenditure of about \$12,000,000 would suffice under such a plan to meet the whole part time problem of the entire city and even make some provision for the future. Of this \$12,000,000 about \$1,000,000 would be required for alterations of old buildings, \$1,000,000 for new equipment, \$2,000,000 for additional sites for buildings and playgrounds, and \$8,000,000 for new buildings and additions to existing buildings. This broad comprehension plan would involve alterations and additional equipment for 105 old buildings, forty-two new sites for playgrounds and new construction, twenty-six additions to present buildings, and sixteen new buildings.

The Board of Education has now under consideration a portion of this general program, including the erection of one new building for the Bronx and some improvement of seven of the existing buildings.

It should be clearly understood that such a program for the efficient and economical use of our school plant by adapting buildings to a double session plan does not necessarily involve the adoption of the Gary plan of administration. The method of administration best adapted to our New York conditions and needs will gradually be evolved by our superintendents and principals and the proposed alterations and new construction will be suitable to whatever plan of administration may be finally adopted. Indeed, if it should ever be found desirable to abandon the whole double session scheme and revert to the plan of a seat for every pupil, the proposed alterations would still be of the greatest benefit to the schools, adding playgrounds, shops, auditoriums and gymnasiums which are imperatively needed under any form of administration.

Our public schools are not a charitable or philanthropic institution. They are a great community enterprise which is expected to pay large dividends in intelligent and efficient citizenship. Is this expectation realized? Does the city get its money's worth? Do the actual results justify the vast expenditure? Do our public schools successfully train our children to be fine, strong, efficient men and women of high ideals and character? The answers to these questions vitally touch the whole future of our democratic institutions. While we have no standard of measurement and no adequate means of impartial appraisal of the objects and results of public education there is reason to fear that traditional scholarship and culture occupy too large a place in the program. Education is of little value unless it can be put to practical use. Training in observation, judgment, decision, strong, clear, accurate and logical thoughts and expression is at once more difficult and more vital than abstract knowledge and intellectual attainment. True education should put character first, power or efficiency second, and the mere acquisition of knowledge last in importance. Training in truth,

honesty, sincerity, cleanliness of body and mind, hygiene, care and rearing of children, respect for law and for the rights of others, the dignity of labor and pride in doing a good job, self-reliance, loyalty and high-minded patriotism—these are some of the products which the state should ask in return for its investment in public schools.

To my mind there are four pressing needs in the administration of our New York schools.

First—In the elementary schools we need a more varied and interesting curriculum eliminating useless abstract subjects and including more handwork and training of the senses, not to fit children for any specific vocation, but merely as a part of a well-balanced program for the development of all the faculties of the child.

Second—For the large number of children who do not intend to take a high school course, we need a rounding out of the elementary school work, with the addition of a ninth year, and well-defined and complete vocational and commercial courses.

Third—For the fifty per cent. of our school children who are unable even to complete the elementary course and who are forced by economic necessity to leave school and go to work with no adequate

preparation, we need a comprehensive system of continuation classes such as are found in Milwaukee to give further instruction to those children for at least one-half day a week until they reach the age of sixteen or eighteen years.

Fourth—With half a million adults who do not speak the English language and quarter of a million who cannot read or write in any language, we need night schools all the year round for teaching English to foreigners.

But in addition we need throughout the entire system a fair impartial appraisal of results not only in academic scholarship, but in efficiency, in character and in citizenship. Every item of the curriculum should be fearlessly challenged to show its value in practical benefit to the child. No traditions of the past and no pride of professional opinion should stand in the way of such a test of actual results. Too much time has been wasted under the specious plea of mental discipline.

We shall never train strong men and women by making school work all play. Strength in school, as out of school, is developed only in struggling with difficulties and overcoming obstacles. But mental discipline can be acquired in useful as well as in useless tasks. Drill in English spelling is not less valuable as mental discipline than drill in Latin verbs, a thorough mastery of arithmetic, intelligent grasp of everyday problems and quick and accurate results are not less valuable as mental training than a discouraging struggle with geometry or algebra which is never really mastered. We are not only spending vast sums of taxpayers' money, but we are spending precious years of children's lives, and we must spare no effort to spend them wisely and fruitfully.—Address to Board of Trade.



JOHN PURROY MITCHEL
Mayor of New York City



JOHN D. SHOOP
Superintendent, Chicago. President Department of Superintendence, N. E. A., 1917.



GEORGE B. COOK
State Superintendent, Arkansas. Member Executive Committee, N. E. A.



WILLIAM H. ALLEN
Director Institute for Public Service, New York City.



CORA WILSON STEWART
President Kentucky Illiteracy Commission and Originator of the Moonlight School Movement.

WHY IS THE N. E. A.?

WILLIAM MC ANDREW

Associate Superintendent, New York City

When we find a great established thing we think little enough about it. As children, most of us accepted, without thought or obligation, those time-honored institutions, father, mother, family, meals, clothes and sleeping accommodations, the most vital and necessary provisions for our comfort and existence.

Our experience as participants in educational service too often brings out our selfish instincts. Our pay, our days and hours of work, our vacations, our freedom from supervision, loom large most of the time. But back of these and better than them, being the sustenance of our better selves, is the great soul of the educational service, the American ideal of race betterment through the public training of the young; the spirit that inspired Franklin's and Jefferson's and Washington's and Adams's utterances upon the need of public schools.

Our formalism, content, reluctance to change, blindness to newer needs; as well as our appetite for progress, our instinct to know and adopt means to that highest professional perfection for which we were born into this world,—our faults and our virtues, need correction or enlargement by the widest and best influences we can command. Therefore we organize. Wherever there are teachers there are combinations. They may be formed for personal ends; increase of pay or permanence of position, but sooner or later a high aspiration for great service asserts itself in all such unions. The natural motion of commerce, industry and trade seems to be inward toward the pocket of the central man. But education is a radiating force, from one outward to many. Greed never prospers in it. Giving rather than taking characterizes it. That he may give more and better, the schoolman seeks contact with workers in his own field and wishes to extend the territory of his organization. Our predecessors organized the N. E. A. with that purpose stated in the preamble. The organization continues to further that end. The breezy Kansas teacher

wants to experience, at first hand, the refinement of the Massachusetts academy. The proud provincialism of New York is widened by the sturdy common sense of the ideas of Idaho. The wider the selection of speakers the broader and better the work of the Association becomes. It is in no sense sectional. Its national scope has from the beginning been prominent.

Besides this personal benefit to members rendered by special departments devoted to teaching this and that, or to presenting facts which appertain to the financial welfare of teachers, the N. E. A. has exercised a potent influence upon public duty and responsibility for putting education in the front rank of governmental responsibilities. Whenever a governor, a president or other prominent public man is put upon the platform the work you have undertaken becomes more dignified.

It is not enough that the organization by its meetings, practical and inspirational, shall profit me personally. We cannot rest satisfied with just our own success in the field. We must have a larger hope than self-support and satisfaction. The suffragists, the methodists, the abolitionists, the Salvation Army, every organization which has aroused the anti-selfish and super-worldly forces of men, gets itself into vassalage to a Cause,—of temperance or whatever it may be. The Cause of Education, in that sense, is a necessity to our spiritual health. The *religio medici* invests the physician with a sacredness such as is more necessary to work like ours than to his. We must have loyalty to something greater than the biggest superintendent. Our devotion will have something epic and religious, beyond and above the rules, the program and the course of study. It has in it the essence that the sanctified Christian feels is signified in the phrase "The Church," that the intense patriot reads into the word Country. No single agency by which this larger devotion to a great service is conserved is comparable to a national organization. Its extent



ELMER E. BROWN
Chancellor New York University; member N. E. A. Special Committee



NICHOLAS MURRAY BUTLER
President Columbia University; member Committee of Arrangements, N. E. A.



WILLIAM H. MAXWELL
Superintendent New York City, member Committee of Arrangements, N. E. A.

of territory, its monster meetings expand the realization of every participant and re-assure him that his service is a part of something that is very important, very great and very dignified.

Beside your first-rate service to the particular children you teach or supervise you have an obligation to advance the public recognition of the worth and need of education. Compared with its possibilities, compared with the hopes its American founders conceived for it, public schooling is a disappointment. It is still too much of a system for giving jobs to people satisfied to pass for second-rate in the world's estimate of necessities. The supreme importance of the ideals of education do not weigh with the average man so much as his recollection of the kind of person you are and I am. But you and I have devoted ourselves to a realization of the dreams of the Fathers of the Republic. The respect due to the American ideal of free schools is a vital conception to which we owe a sacred duty. By means of a National Organization we further this regard. The greatest of living men will not decline to address its meetings. They

will consider themselves honored. The press will spread broadcast their utterances upon themes of transcendental import. These men, in turn, become quickened in realization of the supreme need and worth of education. The cause advances; the nation profits.

Those are the three main reasons why a National Educational Association should be supported by me. I should go to its conventions, not only for my own benefit, but for my country's sake. I should support the organization with dues and good word whether I can afford to attend its distant meetings or not; and whether it treats my views with deference or with scorn.

For the N. E. A. is the biggest thing we have in the line of our own business; it is greater than any Horace Mann or William Harris; it is greater than the sum of all its parts. My position in my corner; yours in your corner, are better and worthier, this hour, because of the N. E. A. Both they and it, ten, twenty, fifty years, hence, will be better and worthier yet.

THE GREAT LAW

BY SIR EDWIN ARNOLD

In "The Light of Asia"

Before beginning, and without an end,
As space eternal and as surety sure,
Is fixed a Power divine which moves to good;
Only its laws endure.
This is its touch upon the blossomed rose,
The fashion of its hand-shaped lotus leaves;
In dark soil and the silence of the seeds
The robe of Spring it weaves;
That is its painting on the glorious clouds,
And these its emeralds on the peacock's train;
It hath its stations in the stars; its slaves
In lightning, wind and rain.
Out of the dark it wrought the heart of man,
Out of dull shells the pheasant's penciled neck;
Ever at toil, it brings to loveliness
All ancient wrath and wreck.
It maketh and unmaketh, mending all;
What it hath wrought is better than hath been;

Slow grows the splendid pattern that it plans
Its wistful hands between.
This is its work upon the things ye see,
The unseen things are more; men's hearts and minds,
The thoughts of peoples and their ways and wills,
Those, too, the great Law binds.
It will not be contemned of any one;
Who thwarts it loses, and who serves it gains;
The hidden good it pays with peace and bliss,
The hidden ill with pains.
It knows not wrath nor pardon; utter true
Its measures mete, its faultless balance weighs;
Times are as nought, tomorrow it will judge,
Or after many days.
Such is the Law which moves to righteousness,
Which none at last can turn aside or stay;
The heart of it is Love, the end of it
Is Peace and Consummation sweet. Obey!

THE SCHOOL ADMINISTRATION DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

BY O. M. PLUMMER

Member Board of Education, Portland, Oregon, and President Department School Administration, N. E. A.

"We shall expect every aggressive, up-to-date superintendent to bring at least one member of his Board of Education to take part in the School Administration Department of the N. E. A. in New York City, July 5." This was the statement I made before the Superintendents' Department at Detroit in February last, and it seemed to find ready response in that large gathering. A good school board is guided largely by the judgment of its superintendent, and a request that a member of the board accompany him to New York will, in nine cases out of ten, be granted.

Year after year superintendents have been going to the national gatherings; have rubbed elbows with their fellow teachers from all parts of the United States; have taken back to their home cities all sorts of inspiration; have presented these matters to their board in a spirit of enthusiasm only to meet with a cold, unfeeling response. They were sowing seed on stony, unprepared ground. What would have been the result had some member of their board been in attendance with them at the national meeting?

I have been a member of the Board of Education for only three years, but have attended the national meetings at Salt Lake City, St. Paul and Oakland, and can safely say that more satisfaction has come to me through these three meetings than could have been experienced by twenty-five years of routine work under the usual stay-at-home policy.

It is not with the expectation of telling our superintendent how to conduct our schools that I attend these meetings, rather that I may be in a position to respond readily to his suggestions and support him thoroughly in his policy.

No doubt great good comes from listening to various addresses in the different departments, but in my opinion the greatest benefit comes from the personal contact and lobby talks with the different people having to do with education in all of its various branches.

No member of a Board of Education can spend a week associating with elementary, high school and university teachers; with superintendents, heads of universities and colleges, without becoming more sympathetic in the handling of questions which affect boys and girls. Too long have school people looked upon a Board of Education as something apart from the school system, thinking that perhaps as a body of men, they look at schools, not from the standpoint of the boys and girls, but rather from that of the taxpayer. It seems absurd that superintendents should be sent annually to these national gatherings to keep abreast of the best in education, while the members themselves always remain at home.

If the interest of last year at Oakland and the present interest being indicated in the School Administration Department of the N. E. A. be any criterion, this department will, within a short time, come into its own and be one of the most important and largest attended in the whole association. The New York meeting will be a clearing house, and it should be our duty to put through that clearing house all of our new ideas and to carry away from it the ideas of others.

Only a year or so ago, our Board authorized a new feature in school work; patted themselves on the back, thinking a like work had never been attempted anywhere in the United States. Much to our surprise the Journal of Education carried a story a few weeks later describing a similar work, which had been successfully carried on in one of the southern cities for fifteen years. There should be no excuse for these things. There is no copyright on ideas in education. Every city is glad to be copied; every superintendent glad to have his ideas adopted.

No Board of Education will ever appropriate any money which will be of more profit to their community than that which they authorize for the attendance of one or more of their members at the National Education Association meetings. Any one of several ideas which they may bring back from these national gatherings may result in the benefiting of conditions in their own city many fold. Any person who takes upon himself the duty of a member of the Board of Education should be willing to devote some time during his term of office to attendance at conventions of school people.

No program of the School Administration Department was ever prepared before which covered so thoroughly the entire United States. We have representatives from Boston, New York, New York State, Detroit, Chicago, Milwaukee, Minneapolis, Montana, Portland, Oregon; Los Angeles, St. Louis, Kentucky and Georgia. Presidents of Boards of Education from three of the largest cities in the entire United States are on the program; women of state and national importance are also scheduled.

Again let me repeat, and make it most emphatic, that the superintendent who does not see to it that some member of his board goes to New York this year, will lack educational vision, and I wish to ask every superintendent to consider this a personal appeal, and if they have not already done so, that they put the matter up to their board at once.

Statistics as to why children drop out of school early are "facts for agitation." It is time to drop investigations and statistics and do something constructive.—Charles A. Prosser.



THOMAS W. CHURCHILL
Ex-President Board of
Education, New York
City; member Committee
of Arrangements N.
E. A.



JOSEPH LEE
Member Boston School
Board. On program of
Administration Department.



O. M. PLUMMER
Director Board of Education,
Portland, Oregon;
President Department
of School Administration

VIEWS ON BOARDS OF EDUCATION

In the United States the free school system is administered directly and indirectly largely through Boards of Education, and there is little likelihood that schools will be otherwise administered in the near future.

We recently suggested the following questions in which members of city Boards of Education are more or less interested and with the questions we here present the replies:—

1. Do you think there is a tendency to leave the internal affairs of the schools more or less to the superintendent?
2. To give the superintendent more or less voice in the choice of teachers and in their removal?
3. To give the superintendent more or less voice in the selection of textbooks?
4. Is there more or less tendency toward dictation of the school policy by persons or parties in the community who are not primarily educational in their interests?
5. Are the tendencies suggested in questions 1 to 4 helpful or harmful in their influence?
6. What would be a good size for a Board of Education in a city of less than 100,000 population?
7. In a city from 100,000 to 500,000?
8. In a city above 500,000?
9. Is it better to have the Board of Education appointed or elected?
10. If appointed, by whom should it be appointed?
11. Should members of Boards of Education serve indefinitely unless recalled by popular vote?
12. If not, what is a good length of term?
13. Should a Board be of an even or an odd number of members?
14. Should there be any members ex-officio? If so, who?
15. Do you think a Board of Education should have the entire charge of the use of moneys for the schools?
16. Should the Board of Education determine how much shall be raised?
17. In what respects should the superintendent be entirely independent of the Board of Education?
18. In what respects should the superintendent have the initiative and the Board of Education the final word?
19. Should the superintendent be on tenure? If he is to be on tenure, how long should he serve on trial before he is on tenure?
20. If not on tenure, for how long a term should he be elected?
21. In what respects should principals and teachers not be allowed to go over the head of the superintendent to members of the Board of Education?

22. To what extent should principals have a voice in the choice and dismissal of teachers?

23. To what extent should principals be consulted in the selection or dismissal of the superintendent?

24. To what extent should teachers be consulted in the choice or dismissal of the principal of their school?

25. To what extent should teachers be consulted in the choice or dismissal of the superintendent?

26. To what extent should teachers and principals be consulted in the selection of textbooks?

Editor.

FRED L. KEELER,

State Superintendent, Michigan.

An efficient school system depends upon three factors—an efficient Board of Education in its place, an efficient secretary of the Board of Education in his place, and an efficient superintendent of schools in his place. A better understanding of the specific duties of each of these three will guarantee a more efficient school system. Fortunately there is evidence of this saner readjustment in the administration of school affairs. Common sense business methods in the conduct of municipal affairs in general are pervading the realm of the public school. There is a need of applying approved business methods to the management of school systems. The meetings of Boards of Education should not be devoted to buying a new hinge for a door or a gross of lead pencils.

The Board of Education stands in the same relation to the school system that the Board of Directors of a corporation does to that corporation. Upon the Board of Education rests the responsibility of selecting an efficient business secretary and an efficient superintendent. The magnitude of this is not equaled by any other duty. With the selection of these two, the Board delegates the management of affairs of business detail and of affairs of education. Such affairs of detail that in the administration of private business would be delegated to a secretary or clerk should be cared for by the secretary of the Board of Education. The management of school business should be dignified. The fixing of responsibility makes for efficiency.

The place of the superintendent of schools is in educational work. His duty is that of supervision—supervision of grades, supervision of the teachers, supervision of the working out of the course of study—his is a professional work. He should not be burdened with affairs of business. He should not attend to the replacing of broken window panes; he should not answer the telephone and waste his time doing work which could be done

by an office girl for ten dollars a week. His work places him in a position to know schools and to know teachers. He knows what qualifications are necessary. He knows which teachers are carrying out his educational policies. The success educationally of the school depends upon the co-operation of all teachers with the superintendent. No member of the Board of Education can know the professional side as he can. His choice therefore in the selection of the teaching force should dominate. This should also be true in the selection of textbooks. The Board of Education that refuses to allow this, by such refusal admits a lack of wisdom on its part in the selection of a thoroughly efficient superintendent of schools.

F. E. DOWNES,
Superintendent, Harrisburg.

The city superintendent usually possesses whatever power he deserves, though this is not universally the case. The matter of tactfulness has much to do with the degree of his administrative influence. There ought to be inserted in the rules and regulations of every city school district a section imposing upon the superintendent the responsible duty of nominating the teachers under him, just as those same rules make him personally answerable for unsatisfactory results in teaching. Responsibility for professional results without full professional authority in vital matters which have to do with the working out of these results, is a deplorable condition anywhere, and is particularly disastrous in a school system. This same power of initiative on the part of the superintendent should obtain in the removal of teachers for inefficiency and other legitimate causes.

As to the selection of textbooks, while it is reasonable to suppose that the superintendent is in a better position to judge as to the merit of textbooks than is the average school director, it does not necessarily follow that he is always a better judge than many of his professional subordinates. Should the superintendent select a High School Greek text, if he has no acquaintance with the Greek language himself? Most assuredly not. He must rely on the judgment of his Greek teacher in this instance. In other words, the superintendent should confer freely with his teachers on the textbook question, before making his recommendations. His final decision should be based, as a rule, upon a combination of his own personal judgment and that of the professional experts under him. It is needless to state that for a School Board to arrogantly assume the prerogative in this particular, without expert advice or sanction, is, to say the least, most unfortunate.

In many cities, even in the absence of definite rules upon these questions, the influence of the tactful superintendent has been so effective, and his wisdom and judgment so unquestioned, that he has gradually taken to himself without interference or criticism, and even without authority fixed by rule, the powers which legitimately belong to him. The power of the superintendent often depends largely on his ability to inspire confidence in his motives and actions.

But just as it is to be desired that the superintendent be given the utmost authority in matters strictly professional, so it is the part of wisdom for him to leave to the School Board the conduct of its business affairs. The erection of school buildings and all the various duties that are thereby involved, such as selecting sites, approving plans, etc., are fundamentally prerogatives of Boards of Education, and it is just as much out of place for the superintendent to dictate here, as it is for the Board to overrule the superintendent, or interfere with him, in matters purely professional. Doubtless, many superintendents are able, through special training and wide experience, to give expert advice upon certain important business propositions of their Boards; but it must

also be remembered that at times there are those on Boards of Education who are likewise competent to advise the superintendent in professional matters. In either case, whether on the part of the superintendent or the Board, advice should be eagerly sought from all sources available, and should be freely given upon invitation. There is no good reason why there should be any lack of harmony on the part of those in authority in the settlement of any of these questions.

CHARLES A. WAGNER,
Commissioner of Education, Delaware.

"In what respects should the superintendent be entirely independent of the Board of Education?"

Assuming that the statement, "the superintendent is the executive officer of the Board," is a merely descriptive expression, it may also be definitive, and then means that the superintendent shall execute decrees of the Board; but such decrees of the Board must be limited to certain areas. Our problem then is to determine the respective areas within which the superintendent must act, and to delimit those in which he initiates and executes from those in which he merely executes.

A detailed enumeration would be space-consuming and could then be merely suggestive. The principle of division is very important, however, and its statement is here presumed to be made.

Planning and direction of school work requires expert knowledge, trained ability, experienced judgment. These are the assumed special capabilities of the superintendent. In this field he must be free to initiate and to execute, while being held vigorously responsible for results when he has had such a free hand.

To determine the school policy, which means to crystallize the sense and sentiment of the community into rules and directions, this requires an intimacy with the feelings of the community, so that the common will shall find expression through enactment; this is the true theoretic and actual province of the Board. Given a Board that senses the situation thus, and a superintendent that realizes his relations in terms resembling those stated, and all middle-ground and overlapping territory will also be amicably covered.

"Democracy" balks at giving way to expert judgment, yet it sends for a physician for a member of the family and for a veterinarian for the family horse. Very good. Correlate the activities of Board and superintendent in the same way; leave to the "common judgment" of the Board problems which such "common judgment" is fitted to handle and to pass upon. Reserve for the skilled judgment of the superintendent the matters which require the special skill of expert knowledge and specialized experience. When a practical question arises, see which kind of judgment must be appealed to for the answer, and you can decide within which field that question lies.

THOMAS E. FINEGAN,
Deputy Commissioner of Education and Assistant
Commissioner for Elementary Education, New York.

My experience within recent years leads me to believe that the general tendency in the administration of city school systems is to place all professional matters under the general direction of the superintendent of schools. The judgment of the superintendent in the selection of teachers and in the recommendation of textbooks is more generally respected than in previous years. We have not, however, moved with the rapidity or to the extent along these lines which is essential for an orderly and efficient administration of school systems. The feeling is still too general on the part of many members of Boards of Education that their responsibility demands that they shall concern themselves with all questions of detail in the ad-



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ministration of the school system and that their judgment is superior to the judgment of the superintendent of schools. If a Board of Education is not willing to defer to the judgment of its superintendent on the purely professional questions involved in the management of the schools, there should be a change in the superintendency of the city and a superintendent should be chosen whose judgment on these questions will be respected by the Board.

In my judgment the population of a city should not generally determine the number of members on a Board of Education. The ideal number of members on a Board of Education is five or seven. In my judgment seven is a more desirable number for cities generally than five. Seven is not so large a number as to be cumbersome and it is more troublesome for outside forces having no relation to the schools to control four men than it is three, if such forces undertake to control the action of a Board of Education. In the smaller cities of the state members of a Board of Education should be elected by the people of the city. The election should be separate and independent of all municipal elections or other municipal affairs. In cities of 100,000 or less sufficient interest may generally be aroused in the school system to make it feasible to choose members of a Board of Education by this method. There are objections to the election of members of a Board of Education in cities having a much larger population than 100,000. The expense of conducting the election and the inability generally to create the interest necessary for the selection of suitable members renders the desirability of election of members of a Board of Education by popular vote somewhat doubtful. In such cities members of better attainments will be obtained through appointment by the mayor than through selection at a popular election.

Members of a Board of Education should not have an indefinite term of service. In a Board of five or seven, the term of each member should be either five or seven years, and one member should be chosen annually. This method will give constancy to the school system, will afford occasion to remove inefficient or objectionable members, and give the city an opportunity to inject new blood in its Board of Education and to gradually change any policy of educational administration which is essential to the welfare of the school system of the city.

A school system should be organized so that a city superintendent is to be recognized not only as the chief educational officer of the school system but as the chief executive officer of such system. The superintendent of schools should be responsible for the general administration of the schools of the city upon the broad general policies which are determined by the Board of Education. The superintendent of schools should take the initiative in the selection of teachers, in the preparation of courses of study, in the institution of new phases of work, in the removal of inefficient teachers, and in all other matters pertaining to the general management of the school system. The superintendent should be in harmony with the general spirit of the Board of Education and should be the leader of the community in educational matters. He should present his plans to the Board of Education for discussion and consideration and should be able to convince the Board of the wisdom of the policies which he desires to adopt.

Generally, I think, a superintendent should serve at the pleasure of the Board. It is decidedly to the disadvantage of a superintendent to serve for a fixed period of time. If a superintendent is chosen for five years, at the end of his term opportunity is given for his removal by those who may be opposed to him. A Board of Education will often elect a new superintendent at the expiration of a superintendent's term when such Board would not be willing to make an issue against the superintendent and remove him, which they would be required to do if the superintendent served subject to their pleasure. If a superintendent is to have a fixed term, it should be for not more than five years.

A large, strong and efficient school system cannot be administered without proper discipline. The entire force must understand that there is a head to the system and that the authority of such head is to be respected. A Board of Education or a committee of a Board should not generally transact business with principals and with teachers. If principals and teachers or committees representing the teachers come to a Board of Education with matters pertaining to their interests and the interests of the school system, they should be instructed to go to the superintendent of schools and that officer should be given the prior right to pass on such questions. If the superintendent does not adjust matters of this kind with good

judgment and with respect to the rights of the parties concerned and to the equities in the case, a Board of Education should have the final authority to determine such questions. All proceedings looking to the removal of teachers and to charges against them should be instituted under the general direction of the superintendent of schools. Teachers should have the right to be heard before the Board of Education, or a committee representing that Board, upon questions involving their personal rights. If sound administration is to be procured in school systems and if discipline is to be maintained, teachers should not be permitted to interfere with such organization and administration by being given the authority to present charges to the Board of Education against the superintendent.

A Board of Education cannot administer a sound school system without independence in financial matters. The amount of money to be apportioned for school purposes should not be dependent on the attitude of a common council or the municipal authorities. There should be a provision in the general law of the State providing a general method of raising funds for city school systems. A special tax levy should be provided for each city and a method should be provided by which sufficient funds should be raised, subject to proper check, which would enable the Board of Education to administer a progressive school system in accordance with the demands of the present day and the general attitude of the public upon educational affairs.

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J. M. MILLS,

Superintendent, Ogden, Utah.

In most states members of Boards of Education are elected or appointed to office to serve the needs of the people. They are supposed to keep in touch with the taxpayers and the patrons on the one side and the professional school people on the other, and to serve as a balance wheel and equalizer of educational matters in the community.

The men who make the best Board members are men who have had an extended experience in dealing with individuals. Those who are the poor Board members are the ones who have failed to recover from the methods in practice a generation ago. A Board member who insists on meddling with all the trifling details of daily procedure will keep a school system in endless turmoil. He seems to enjoy sitting in his office and have timid, submissive women—both male and female—call and receive his sudden compilations of wisdom. He confidentially imparts instruction on all subjects pertaining to schools. He not only invites those who have complaints to run to him with them but also persuades those who have no complaints that they really are aggrieved. These petty and trifling matters should be left entirely with principals and superintendents for settlement, unless there is a real case of appeal, and then, that there may be no injustice done anyone, the Board of Education is the body that should hear this appeal in the presence of those accused, if it has gone through the regular channels in reaching that body. Any complaints on the part of a teacher, a principal or a parent that are not of sufficient importance to bring before the Board, as a Board, should never be listened to by individual members of the Board. The right of appeal should never be denied. Neither should members of the Board of Education listen to idle gossip which the "peddlers" cannot boldly defend in the presence of the ones against which it is aimed. Violation of these principles on the part of Board members is the cause of more disruption in a school system than any other one thing. Generally the new Board member is the one most guilty of these childish, petty acts, and his period of doing "stunts" covers no more than his first term of office. He

then becomes a good member. Too often after he has learned the best methods of good behavior in this position he is relegated again to the ranks to give another the same training. Much is said about the training and qualifications of teachers, principals and superintendents while a Board member may come to the throne with musty ideas of a generation that is past and gone. If he happens to be an aggressive character irreparable damage is done to the school system, and the community exclaims: "Man, proud man, dressed in a little brief authority here below plays such fantastic tricks before high heaven as to make the angels weep."

Board members today should be progressive enough to know that our social, economic and educational institutions are modernizing themselves and that we are living in the land of America and in the twentieth century. Happily many school systems are blessed with Boards that know their places and keep them. This results in progress. There are places where Board members have had to take the initiative in snatching school systems from a lot of pedagogical fossils who hold to the old and refuse to try the new. Such Boards are serving the will of the community. They have felt the pulse of the parents and have responded even against the protests of a set of teachers who after running in a beaten groove for a generation have been unable to turn aside to let the progress of the world pass by. Education needs more such men and there is little danger of this class of live wires behaving in such a manner as to injure the prospects of the youth, or to give him a training that unfits him for life. The wise Board of Education, like the wise Corporation Board, will keep its hand on the throttle and get the very best service out of all of its employed experts. It would have every one know his place and keep it, the Board members showing by example how this can be done.

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MARY D. BRADFORD,

Superintendent, Kenosha, Wisconsin.

To your first four questions my answer is "more," "more," "more," and, again, "more." This judgment is based upon the experience of the past six years as superintendent of a growing city now containing over 30,000 people, and upon a comparison of this experience with what I know to have happened in former times in this and in other cities of our state.

During the past six years there has been only one instance of importance where an attempt has been made by a member of the School Board to meddle with school management. This was a complaint against an elementary school principal made at a regular session of the Board. A motion was immediately passed referring the matter to me for investigation. The complete refutation of the charges made by the Board member resulted, together with the discovery of their gossip-shop origin. Another incidental result was the animosity of the man, and his negative vote upon the question of my reappointment.

I have been troubled only a little with attempts to influence the selection of teachers, and not at all during the past three years. The Board was induced six years ago to pass a resolution favoring the election of trained teachers; the public was not slow in realizing the improvement in the schools which resulted from a better qualified teaching force. The arguments that Miss So-and-so is the daughter of "a tax-payer" and is a nice girl, no longer avail. My recommendations, based upon merit and supported by facts, are thoroughly discussed in committee, and their report is rarely if ever questioned by the Board.

I recall but one attempt in the six years to secure the introduction of a textbook by influencing members of the Board. The promoter of a certain system of writing undertook to rush action upon his wares in the textbook committee, after "working up" the chairman. I took a decided stand in opposition to this attempt, at the same



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time urging an investigation of the condition of writing in the public schools, and was supported by the majority of the committee. A subsequent exposure of the agent's methods was sufficient to put a quietus upon the business. Care is taken to set forth in committee meeting the merits of the book desired, and the advantages to the schools of the adoption proposed.

These tendencies towards giving the superintendent more power in all these matters cannot result otherwise than helpfully to the school interests everywhere, provided the superintendent is worthy of his place and allows no consideration to influence him but the good of the children whose rights and interests he is hired to defend and serve. Besides this there will come the benefit resulting from keeping independent, self-respecting people in the profession, the opposite conditions being the chief cause of driving such people out of school work.

The elected Board is undoubtedly the best, even though the process sometimes brings to the membership people who know very little about educational affairs. Causing people, by means of newspaper articles and reports, to think of the great importance of the schools, their cost, and the consequent responsibilities of those placed in charge of school affairs, will effect an improvement. I have observed an increasing care about selection of candidates, and where women can vote on school questions, as in Wisconsin, improvement in the character of the School Board is very sure to come, as soon as these voters sense their duty, and realize the power of the ballot.

As to the size of the School Board, I am sure that eighteen are too many, and believe that a much smaller number would be better. Experience has convinced me of that, and it also has convinced me that the tenure should be longer than two years. In this city the Board is liable to have half its members new every April; the organization changes also. Thus the superintendent becomes the chief reliance for any continuity of policy. Unfortunately, it sometimes happens that the more decided and progressive the "policy," the less likely the "continuity."

The power to determine the amount of money needed by the school should certainly rest with the Board of Education. The most vital interests of the community

should not be left at the mercy of a body like some common councils I have known of, whose chief interest is to win political prestige by the reputation for an economical administration, and from whom the statistics about the increasing number of half-time pupils can win little attention when placed in competition with questions about street paving and saloon licenses. A financially independent and responsible School Board is the safeguard of a community's educational prosperity.

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M. A. CASSIDY,
Lexington, Kentucky.

1. Yes.
2. Under our charter no teacher can be elected who is not nominated by the superintendent.
3. Yes. The superintendent here has entire control of this.
4. Somewhat.
5. Sometimes helpful; oftener not.
6. Five or three, preferably three.
- 7-8. The same.
9. Depends upon in whom the appointing power is vested.
10. The one furthest removed from politics.
11. Yes.
13. Odd.
14. I hardly think so.
- 15-16. Yes.
17. Educational administration, selection of texts and teachers.
18. The introduction of new policies.
19. At first, he should be tried out. If satisfactory, he should be kept indefinitely.
20. During good work and behavior.
21. Only in appealing from the superintendent's decisions.
22. They should report to the superintendent.
- 23-24-25. Not at all, unless charges are pending.
26. Since these are the tools with which the teachers work, they should recommend what they wish to the superintendent. If the superintendent is pleased with them he should certainly select the books recommended by the teachers.

CHARLES S. MEEK,
Superintendent, San Antonio, Texas.

I believe the tendency is toward leaving the internal affairs of the school more and more to the superintendent.

I think also the superintendent is constantly acquiring more power in selection, the promotion, and removal of teachers.

The selection of textbooks, the making of curricula, and all the educational and administrative affairs of the school are considered problems that should be up to the superintendent exclusively, with the assumption that he will consult the trained experts who are his colleagues and assistants. This authority may not be acquired by board rules and regulations, or by state laws.

If the man who holds the nominal position as superintendent has the leadership to perform all of these duties efficiently they will be left to him; if he has not the leadership to dominate the situation, board rules and regulations cannot sustain his authority. The Board of Education and the community will gladly permit the superintendent to perform the professional service provided he is able to do it.

ANDREW W. EDSON,
Associate Superintendent, New York City.

Teachers, principals, superintendents and school boards are merely the agents or servants of the public. They are selected to do for young people what parents are unable to do, either from lack of ability and training or of time and opportunity. The agents above named each have, or should have, clearly defined duties, and each should be allowed to work out his problem freely and fully.

The relations between the superintendent and the school board should be close and sympathetic. The superintendent, elected by the school board and supposed to be its executive agent, must have a certain amount of independence of thought or action.

The school board, whether elected by the people or appointed by the mayor, is sure to have in its membership at one time or another men of three types: efficient business and professional men, cranks and reformers, and politicians.

Successful business men and professional men of large practice, accustomed to deal with large problems and to defer to experts and executive heads, are clearly the best possible material for a school board. If they are thoroughly interested in good schools, not in sympathy with a "penny wise, pound foolish" policy, if they are willing to give freely of their time to an unprejudiced study of the schools, and are determined to work fearlessly for the highest standards of efficiency, the schools will respond to their influence; they will be excellent.

Educational cranks and ultra-reformers, very likely ex-teachers of long ago, are men who keep the schools in turmoil. They are quite apt to have their eyes fixed upon either the golden past, and so regard whatever is as wrong, or upon the impossible future—heights unattainable or movements inadvisable. These men may be well-meaning men, honest and sincere, but visionary, and therefore unsafe leaders.

Politicians who look at every measure from a personal viewpoint, who keep their ears close to the ground, who hold a sympathetic attitude toward every complaint, who jump into the lime-light on every possible occasion, are the greatest hindrance to genuine progress and efficient management. These members of the school board delight in posing as champions of the "common people" and of the down-trodden and misused teachers. They are sat-

isfied to decide on ex-parte evidence, to publicly indicate weaknesses, and to point the finger of scorn at those apparently responsible. They baffle and discourage the superintendent in all his attempts to place the school administration on a business basis; they turn his thought from constructive programs of far-reaching importance to petty details of a defensive nature.

The all-embracing quality that should be found in a superintendent is leadership. This quality includes teaching ability—scholarship, professional training and experience, so that he may be a genuine teacher of teachers; good administrative ability, good sense, and untiring energy; moral integrity and strength of character; and a capacity for growth. He should be a man of high ideals, strong convictions, and broad views, an inspirational force in the school and in the community.

As executive agent of the school board, the superintendent should keep the school board informed of the needs and progress of its schools, should consult the members frequently, be present at all committee and board meetings, take the initiative on all pedagogical questions, including the preparation of a course of study, and attend to the endless details of school administration.

The difficulties that arise in any school system, the perplexing questions that must be solved, even when the best of conditions prevail, make it extremely desirable that the right men should be on the school board, that the right man should be selected as superintendent, and that the right relations should exist between them. These relations should be clearly understood and the duties of each definitely stated in the general law, charter provisions, or in by-laws.

In order to have the right men and women as members of the school board, and so insure the selection of the right man as superintendent, it is necessary for the community, through its civic clubs and parents' associations, to be alert and interested in all school questions. With the right men and women to serve the community, most of the debatable questions of school policy, school administration and school progress will be easily and happily settled, and the children in our schools be the gainers.

J. A. C. CHANDLER,
Superintendent, Richmond, Virginia.

Generally speaking, conditions in the South in educational matters are more favorable than ever before in the history of that part of our country.

1. To the Superintendent is being delegated, by custom and action of the district boards, the general management of the schools, which means the outlining of the policies and the nomination of teachers, and the selection of textbooks for use in the schools. In some few cases the school boards grant these privileges and then do not follow the advice of the superintendent; but, generally speaking, the superintendents in the South have broad powers and an abundance of latitude, if they show ability in the management of the affairs of the schools. These tendencies are decidedly beneficial, in most cases, to the interest of the schools.

2. As to the size of school boards, the large board is fast disappearing and, generally speaking, the school boards number nine members, divided into three committees: One on teachers, one on finance, and one on buildings and furniture. The recommendations of each committee are usually ratified by the full board without much discord. The method of appointment varies greatly and in the rural sections the appointment is, as a rule, not satisfactory. It is too far removed from the people. The prevailing



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MABEL CARNEY
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method is appointment by an appointing board or by the local courts, though in some instances they are elected by the vote of the people. In the cities the election is by the city council, and as the members of the city council are elected by the people, dissatisfaction with the appointments is not great. We believe in a definite term of service for each board member—three years—without the right of recall. We do not believe in ex-officio members and we do not think that the superintendent should have any right to vote in the board.

3. In matters of finance the rights of the board are far from being satisfactory in the South. The boards have no authority except to ask city councils or boards of supervisors to provide by tax an amount sufficient for the schools. The tax levying power never gives the levy that the school boards ask for. I am inclined to believe that school boards should have the right to levy the tax but they, in that event, should be elected by the people or appointed by officers elected by the people.

4. The relation of the superintendent to the school board is a most difficult problem on which to offer any suggestions. The Virginia method is unique, in that all superintendents are appointed by a central State Board of Education and owe no allegiance to the local school board. This has its advantages and also its disadvantages. I can not help but feel that in Virginia, the appointment by the State Board of Education, upon the recommendation of the local trustees, is possibly the best method that we could have. This does not mean that the State Board of Education shall be bound by the local trustees but that, under ordinary circumstances, the man preferred by the local Boards of Education will be appointed—for a term of years—say four.

5. Under the law, the superintendent should have the following distinct powers, separate from the Board of Education:—

- (a) Determination of the qualification of teachers.
- (b) Veto power on school buildings and sites.
- (c) Final voice on courses of study and textbooks to be used.

6. Principals and teachers should have much more voice in the schools than they have at present. No teacher should be dismissed unless the principal so

recommends, and if there are inefficient teachers in a school building and the principal, by daily contact, does not discover it, the first step should be the removal of the principal. Principals and teachers should be consulted as to the dismissal of a superintendent, but they should not be consulted as to the appointment of a superintendent, as no superintendent ought to be in the position of having secured a position on the recommendation of principals and teachers. In my judgment it is an unwise policy to give to the principals the right to nominate new teachers for their buildings. The superintendent should, from time to time, consult with the principals and get from them information about the best teachers that they know of, but in the nomination of teachers, principals and supervisors, the superintendent alone should be held responsible.

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J. A. KOONTZ,
Joplin, Missouri.

In one sense, the superintendent is independent of the Board of Education in nothing. There must be a sympathetic bond of co-operation and fellowship—even friendship—in all things educational. Without this co-operative spirit no superintendent can do his best work.

The administration of a city school system is an expert service, or it is a farce. Being an expert service, every phase of it should be initiated by those qualified by training and experience, yes, and by natural aptitude, to think and act intelligently and progressively in this most fundamental division of the work.

No Board of Education consisting of business and professional men is, therefore, qualified to initiate an intelligent school policy, nor could its members give the necessary time to it if they were so qualified. They may, however, be splendid in counsel and may be able to advise intelligently and to judge finally of the advisability of certain policies in relation to the financial and social interests of the community.

It would seem, then, that the superintendent of schools should have the initiative in all things pertaining to the educational interests of the city, and no school policy should be inaugurated without his recommendation. Important policies should be submitted to the Board for its approval and should be known to be the policies of the

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A LESSON FROM THE LUMBER MILL

Have you ever studied pedagogy in a lumber mill? In all the years since in boyhood visits to Maine I watched the crude processes of those days, a lumber mill has had for me a keen fascination, and today I would sooner go through the latest and greatest lumber mill at Everett, Washington, and look upon 40,000,000 feet of freshly sawn lumber, every foot of which has been handled by machines with individual electrical motors, than to see any display of manufactured products.

In all these years one fact has always annoyed me. Every board, joist, beam is cut at 6, 8, 10, 12, 14, 16, 18, 20 feet or some higher even length. If a long board is to be cut so as to eliminate a knot it must be cut back to an even length. If it could make a good board 9 or 11 feet, for instance, the odd foot must be thrown away to bring it back to 8 or 10 feet.

Everyone recognizes the enormous waste, and I always ask a lumber mill master about it, as I did at the great Everett mill.

"Oh," he said, "nothing will ever be done about it. Architects always figure on even lengths, and the men in the logging camps figure on even lengths; machines are adapted to even lengths. Everything keeps step to an even length. It would be too much bother to change." And so millions of feet of boards, joists and beams will be thrown aside annually.

Oh, the tyranny of traditions!

Those men have not an old feature in the mill upon which they have expended a million dollars. Every log pulled out of the water is treated to twelve streams at intense pressure so as to be sure that all gravel, sand and grit is forced out to save the saw. The electric power is produced by furnaces fed by sawdust which is sucked off the floors and sucked up into the furnace. Machinery moves every log and beam, and slab, and joist, and board. A million dollars for the perfecting of the plant, but no power of mind or purpose of heart can escape the tradition of even lengths for all lumber.

Do we need to point a pedagogical moral, or adorn a professional tale?

THE CIVIC NATIONAL UNIT IS THE RURAL SCHOOL DISTRICT

This is the age of problems.

An example may be performed by rule but there are no rules for problems. Nothing is a problem that can be dealt with by rule. It must be solved, put in solution and dissolved until it is transparent, until it can be seen through.

Of all problems in the United States that which is most deficient is that of rural life. It is the domestic, industrial, social, educational, civic and religious problems merged in one.

Before we can begin to think clearly of rural life we must fully realize that its great distinguishing feature is that it is not urban or suburban. The city is artificial, the country is untrammelled by artifice. The rural problems are concerned with nature, the city problems with human nature. The city tends to rob one of individuality, personality, initiative. In a city a man and his family are looked after subconsciously. The policeman, the fireman, the healthman, the garbageman, the ashman, the gasman and others are looking out for him and his family. He is not at liberty to keep a horse, a cow, a pig, a turkey, a goose, a duck, or a chicken without somebody's consent, and if he receives a permit to keep chickens it is conditioned upon the rooster's having a soft pedal on his crowing.

In the country he can keep as many animals as he pleases and of as many varieties as he pleases. He is his own policeman, fireman, garbageman, ashman and every other man.

The man in the city has no care for rain or drouth, for wind or flood, for animal or plant pests, whereas the man in the country has his crops at the mercy of too much or too little water, too much or too little sun, and too much or too early or too late frost, too many crows for his corn, too many geese or prairie chickens for his wheat, too many robins for his cherries, too many hawks for his chickens. Every coop and farm animal has its enemy. He has no one to protect him from any of nature's freak notions.

In the face of all these conditions it must be said, without any sentimental flavor, without any

reservation, that the solution of rural problems is fundamental to the nation's very existence, not in a Fourth of July way but scientifically.

UNIT OF NATIONAL LIFE.

At the source of all national hope is a unit of national life. A Harvard professor of chemistry was recently awarded the famous Nobel prize, the first ever awarded a chemist, because he has weighed an atom, thus discovering the inorganic unit. Hugo DeVries has put himself fully abreast of Darwin and Huxley by discovering biological unit characters.

It remained to discover the civic unit, which is now thought to be the rural school district unit. From this unit a republican form of government must be evolved. A federal unit, a state unit, a county unit is inconceivable except as the outgrowth of the local school district unit. If this is not perfection there is no safety anywhere up the line.

The city is artificial, the more it is polished into perfection the more artificial it becomes. It is never a natural, wholesome, healthful civic unit. This must be found in the country, where freedom of thought and action are possible.

The most substantial structure in the world will crumble and tumble if there are flaws in the foundation. No arch will stand if any stone fails of its purpose. The higher and nobler the structure the greater will be its collapse. What a steady heart, sound lungs, good digestion are to health the local school unit is to the county, state and nation.

Why the school district unit? Because this is the smallest unit in which property and family unite in the expression of local character in the acceptance of civic responsibility.

Many forces have combined and conspired to rob this unit of its independence, of its virility, of its vitality. Politics and philanthropy have worked hand in hand to enervate, emasculate the local school district unit.

The problem of statesman, economist, educator and churchman is how to restore this local country unit to its place as a sound, vigorous, vital fundamental unit of American life.

It can never be done from without. Here is a problem that can never be solved by the city, nor by any unit above. A county unit solution will be like attempting to cure a weak heart by painting the cheeks to bring a youthful color. Deceptive possibly beyond the footlights, but will not delay decay for a moment.

How to perfect the local unit is the question. One illustration and demonstration will answer for many. The old-time physician sought the source of physical ills by feeling of the pulse and looking at the tongue, but today he uses a temperature thermometer to detect what is going on behind the scenes.

The country schoolhouse is the blood-testing thermometer for the condition of the local unit civically, morally, educationally. It is the one place where the sentiment and character of the entire community are sure to be recorded.

There may be a few elegant houses in the district, there may be a few young people away to

college, one or two families may go to town to church and give generously to foreign missions, a woman in the district may be a devoted club woman in town and be elected president of the state D. A. R., or of the Federation of Women's Clubs, but nothing of all this indicates the health of this local unit in the nation's structure. That can only be determined by looking at the country schoolhouse. That unerringly tests the temperature of the system at that unit centre.

Here and now we deal merely with its sanitation and health conditions, for these are vital to the system all the way up and all the way through.

The country school unit, whether it be a one-room school or a consolidated district, is the only unit in the United States in which all homes are merged.

AMERICA FIRST

Hon. J. L. McBrien of the United States Bureau of Education is taking a noble lead in the patriotic inspiration of boys and girls.

At a Cabinet meeting the suggestion was made by Secretary Daniels for an inter-department Flag Day celebration by all the executive departments of the Federal government at the White House gardens. This was followed by a conference of the department chief clerks in Secretary Daniels' office with Secretary Daniels presiding. Mr. McBrien was invited by the Interior Department chief clerk to attend this conference and explain his dramatization of the "Continental Congress" as already planned for the Department of the Interior celebration of Flag Day. A program committee was appointed at this conference. Secretary Daniels informed us that he had the President's acceptance to deliver an address for an inter-department celebration of Flag Day. Every department by its representatives present expressed the wish for the presentation of the dramatization of the Continental Congress. The committee appointed requested Mr. McBrien to stage it as a feature in this inter-department celebration.

In his book, "America First,"* Mr. McBrien has surely made the book of the hour in the true Americanism and the lofty patriotism that it teaches. Every student of current events must see the imperative need for such instruction. Before the American people realized it the European war had erected a Tower of Babel in our midst and we found ourselves in a confusion of tongues on Old-World problems. The purpose of this book is to rebaptize all with the love of our own country, revise American ideals and make "America First" the national slogan of every man, woman and child under the stars and stripes.

This book, "America First," presents an opportunity for a pageant which is within the reach of every community. It is the best setting for a safe and sane Fourth of July celebration.

Never was there such an opportune time for the universal use, in school and out, of such a book as Mr. McBrien's "America First,"

* American Book Company,

THE SYMPOSIUM

We consider the Symposium in this issue by far the most important and significant as relates to the school administration that has ever appeared in any magazine. The responses to our request were the most prompt and complete of any in our experience.

The topics covered are the most varied, the most vital, the most significant ever presented in any single issue anywhere, and the responses are from all classes of leaders, from a wide range of positions and from all parts of the country. The success of this second annual School Board number is such as to make its continuance assured. To all who have contributed to its success we are most grateful.

OKLAHOMA RECORD

Since January 9, 1911, there have been great achievements in the state university and other state educational institutions. The enrollment in the State University has more than doubled in five years (821 to 1,671), and the number of graduates per year has gone from eighty-two to 201. The six state normal schools—Ada, Alva, Durant, Edmond, Tahlequa, Weatherford—enrollment exclusive of summer sessions has in five years gone from 2,268 to 3,748, a gain of seventy per cent. And the graduates of the normal schools have increased in five years from seventy-three to 457, a gain of 512 per cent.

If we include the College for Women and the State Preparatory Schools at Claremore and Tonkawa the enrollment in the five years of R. H. Wilson's state superintendency has grown from 3,747 to 6,531.

We wonder if any other state has as good a five-years' record.

HOME VISITING

From earliest time teachers have been urged to visit the homes of children, especially in villages and in rural districts, but the Albion, Idaho, State Normal School has achieved this result by providing cards for reports.

President G. A. Axline is never satisfied with a theory that does not work out efficiently.

The card requires the names of both parents, the age of each child in school, the nationality of the parents, the church relationship, the telephone number, the general condition and location of the house and the condition as to sanitation.

This is filed with the superintendent, who compares them from year to year.

AND STILL THE WONDER GROWS

Kentucky has taught more than 40,000 adults to read in the school year 1915-1916 to whom the printed page was sealed before. And not only so, but all over the South and into the North this great work so nobly started by Mrs. Cora Wilson Stewart is taking the scales off the eyes of thousands who could neither read nor write, who, apparently, would never have been able to read or write but for the miraculous work of Mrs. Stewart.

SCHOLARSHIP AND ATHLETICS

Everywhere we see the high school students wearing a big letter on their sweaters in honor of athletics, but not till now have we known of a high school in which students wear a big "G" because of superior "scholarship." The Gilbert School, Winsted, Connecticut, has twenty per cent. of the high school students earning this honor the first year. It is almost as high an honor to make a "G" in scholarship as a touch-down or home run in athletics.

DR. IDA BENDER

The announcement of Dr. Ida Bender's death will cause many men and women in the school world to pause in their busy life and recall with satisfaction their acquaintance with an exceptionally strong leader in education, a wholesome woman among women, a genial, loyal friend always, brilliant on the platform, graceful in society, a noble character.

DELAYED TILL JUNE 29

Several contributors to the Symposium are, at the last moment, taken out and go over to the next issue, the 29th, because of advertisements which came in too late for a new make-up by which we could have made the symposium complete. We regret this, but they will have a good hearing when they do appear.

The Boy Scouts of America have been incorporated by act of Congress with the exclusive right to the use of the name. There are 182,000 boys and 42,000 adults enrolled in the organization.

Bulletin Number 29, Institute for Public Service, 51 Chambers Street, New York City, is by far the most useful of all documents for the meetings of the N. E. A.

What passes for mental fatigue comes from lack of desire and not from lack of ability is one of the latest discoveries in education.

Rhode Island makes it impossible for any member of a Board of Education to be elected superintendent of schools by that board.

The University of California received more than a million dollars in gifts from outside sources the past year.

St. Louis educational leaders will try to have the members of the Board of Education appointed by the mayor.

More public schools are named for Frances E. Willard than for any other woman, and Louisa M. Alcott comes next.

A college or university without a summer session has some explanation to make.

"Formal discipline" appears to have withdrawn from educational discussion.

July 3-8: National Education Association, New York City.

THE WEEK IN REVIEW

THE MEXICAN MENACE.

While the State Department has been busy preparing an answer to the recent note from the Carranza government, demanding the immediate withdrawal of American troops, the situation in Mexico has grown daily more threatening. All over northern Mexico, anti-American meetings are being held, and a well-organized movement is in progress to incite fresh raids across the border. How far, if at all, this agitation has the sanction of the Carranza government is not clear; but it is beginning to be doubtful whether Carranza, even if he were well disposed, could check the demonstrations. for there are signs that some of the provinces are getting away from his control. It has been found necessary to order 1,500 more troops to the border, and this is a meagre re-enforcement, in view of the threatening situation. The latest and most ominous development is a direct notice that the Carranza government will regard any further movement of American troops south, east or west as an act of war.

STRIPPING THE COAST DEFENCES.

These additional troops for service on the border have been obtained by turning some of the artillery companies on the Atlantic seaboard and the Gulf of Mexico into infantry. Eleven companies have been withdrawn for this purpose, and an equal number had been taken previously. The last official report of the chief of coast artillery showed that, at that time, before a single soldier had been detailed from the coast garrisons for service in Mexico, the coast artillery was short 10,828 enlisted men and 530 officers. And now, nearly one quarter of this originally inadequate coast defence force has been drawn away to the Mexican border. These figures teach a lesson of unpreparedness which may yet be a bitter and costly one.

PREPARING FOR WAR.

Following quickly upon the notification by the Carranza government that the American troops would not be allowed to move in any direction except north, General Obregon, the Mexican Minister of War, issued an order on June 18, calling all Mexicans to enlist for service against foreign invaders. This was sufficient proof that the crisis had passed beyond the point where it could be met by ordinary negotiations. Mexican troops were assembled at different points all along the border, and it was impossible to predict at what places they might cross, to kill and plunder, as they had already done at Columbus and elsewhere. In view of these conditions, President Wilson called out all the militia of all the states, not to make war on Mexico, but to protect the border. This is the first time in our history that such a call has been issued, but the conditions made it imperative.

AT ST. LOUIS.

Last week, it was the Democratic National Convention at St. Louis which held the centre of the stage. But it is difficult to arouse any ex-

citement, when the candidates for President and Vice-President are predetermined, and their nomination is a mere formality. It would have been a relief to some of the delegates if some one could have been substituted for Vice-President Marshall; but the needs of the hour suggested the necessity of following the line of least resistance, and that meant his renomination. Moreover, Indiana is regarded as an especially important campaign state this year, and the fact that the Republican candidate for vice-president is from that state re-enforced other reasons for retaining Mr. Marshall.

A NEW DEPARTURE.

The renomination of President Wilson and Vice-President Marshall by acclamation, without taking any ballot, marks a new departure in the history of national conventions. It was prompted by the earnest desire of the delegates to save time and to get away as early as possible. It is a precedent likely to be followed in future whenever the work of a convention has been so clearly cut out for it as in the present instance, and there are no favorite sons in sight demanding complimentary votes. The feature of the occasion was the formal coming back into the Wilson ranks of William J. Bryan, who, though present not as a delegate but as a newspaper man, was called to the platform and made a characteristic address, extolling President Wilson's services to the cause of peace, and reviewing in glowing terms the record of the Democratic party in legislation.

JUDGES AND POLITICS.

President Wilson is credited with having interposed a personal veto upon the plan to incorporate in the Democratic national platform a plank denouncing the acceptance of political nominations by members of the bench. It was a sagacious thing, if he did it; for the obvious personal application of such a plank would have aroused the mirth of the nation. Similarly, it may be hoped that the resolution introduced in the Senate by Senator Thomas of Colorado, for a constitutional amendment forbidding any judge from being qualified for or eligible to any elective office during his continuance in office, or for two years thereafter, will be given short shrift. There has been nothing undignified or unseemly about Mr. Hughes's conduct, and to pretend that there has been and to try to incorporate such a pretence either in a party platform or in legislation would be petty politics.

THE SUFFRAGE QUESTION.

The woman suffrage question was the only one that called out any spirited debate. The issue was between the adoption of the majority report of the committee on resolutions, which declared: "We favor the extension of the franchise to the women of this country, state by state, on the same terms as to men," and the minority report which left the matter to the states, with no declaration of the party's atti-

VIEWS ON BOARDS OF EDUCATION

Continued from page 689.

Board. The superintendent should first be able to convince his Board that any new departure or any broad educational policy to be initiated is a correct one. If he is unable to do this, he may have trouble convincing the people of the community, and any policy to be really successful must have the support of the people.

Among the activities that should be initiated and recommended by the superintendent and have the formal and hearty approval of the Board may be mentioned the following:—

1. Vital changes in the organization of the schools.
2. Extension of buildings and grounds.
3. Building plans.
4. Introduction of new courses of study, or plans for vocational and manual work involving outlay of money.
5. Selection of teachers.
6. Assignment of teachers.
7. Dismissal of teachers.
8. Selection of textbooks.

Some of these items border very closely on the line of complete independence of the superintendent. For example, the superintendent's recommendations on the employment, assignment, and dismissal of teachers, and on the selection of textbooks, should be rejected only for good cause and in no case should the Board be permitted to substitute its own selection for that of the superintendent. Of course, in all this it is assumed that the superintendent is a real man, worthy of his position and that he is wise enough to seek counsel from his associates in the work whose judgment he can trust.

Then there are certain features of the work in which the superintendent should be entirely independent of the Board of Education—features of which the Board knows nothing, and should care less, only as they affect the final efficiency of a school; and for this efficiency the superintendent of schools should be held responsible. Chief among these are the details of the course of study and of instruction. If a school fails here, it fails utterly; if it succeeds here, it succeeds gloriously. There can be no real success aside from the embodiment of a personal ideal worked out in and through a co-operative, sympathetic corps of principals and teachers. This requires absolute independence and a free hand.

The superintendent must likewise be independent in the assignment, transfer, and gradation of pupils, and in all matters of discipline. To have these things interfered with in the slightest degree by outside influences is demoralizing and confusing.

These words are not intended to even suggest antagonism or conflict between the authority of the superintendent and the Board of Education. There should be no ground for conflict. On the other hand, as noted in the beginning, there should be the frankest and most cordial co-operation. The good of the cause should be the determining element in all cases, but there are certain things that in their very nature require expert professional service, and, furthermore, the authority for them must emanate from a definite source, and in this same source the power to execute must inhere. In brief, a superintendent of schools must be held responsible for results, and if held responsible for results, he must be given power commensurate with his responsibility. Any interference with his independence in the vital things of the schools can but result in total or partial failure in the highest aims of the school.

HENRY D. HERVEY,

Superintendent, Auburn, N. Y.

1-4. With sad lapses here and there, the power of the well-equipped and high-minded superintendent in

the professional administration of the schools is on the increase, and the power of the politician, the grafter and the crank is on the decline. The school surveys are helping.

5. These tendencies are most helpful and encouraging.

6. A board of five or seven.

7. A board of seven.

8. A board of nine, possibly of fifteen.

9. This would depend largely on local conditions. If members are elected by the people, there should be a separate election for this sole purpose, so that it could not be complicated with political issues.

10. By the Mayor.

11. No.

12. From three to five years.

13. An odd number.

14. No.

15. Yes. Divided responsibility is the greatest curse of popular government. Give members of the board the sole responsibility and then elect men intellectually and morally able to bear the responsibility imposed upon them. The greater the responsibility vested in an office, the higher will be the type of man willing to fill the office.

16. Yes.

17. Only in matters definitely fixed by statute.

18. The superintendent should have the initiative in the recommendation of teachers for appointment and dismissal, in recommending courses of study, in recommending textbooks, and in recommending general educational policies.

19. Preferably on tenure during good behavior and efficiency. The superintendent should have equal security with his teachers. The removal of a superintendent should be subject to review by the state education authorities to prevent his becoming the victim of purely personal or political antagonisms.

20. If elected for a definite period, the term should be at least three years in length.

21. The right of teachers and principals to appeal to the board from the decision of the superintendent should not be questioned. On the other hand, no teacher with a proper sense of professional honor will appeal to the board before he has presented the matter to the superintendent and has exhausted every possibility of amicable adjustment of the difficulty; and no board will entertain a complaint before the superintendent has been thus consulted. When a matter is carried to the board on appeal from the decision of the superintendent, the superintendent should be given the right to be present when the appeal is made.

22. A principal should be consulted by the superintendent with regard to the choice and dismissal of his own teachers.

23. The board should bear the sole responsibility in the choice or a dismissal of a superintendent. It is doubtful whether, in the long run, the best interests of the schools will be served if principals become involved in a matter of this kind.

24-25. The same principle applies here as in 23.

26. The advice of teachers and principals should be freely sought by the superintendent with reference to the selection of textbooks. The responsibility for recommendation, however, should be borne by the superintendent; and both principals and teachers should be protected from the possibility of controversy over the selection of textbooks.

Continued on page 700.

Winning in Every Section of the Country

From the beginning of its career the success of

THE PROGRESSIVE MUSIC SERIES

has not been confined to sectional limits. From Maine to California, supervisors and school officials have recognized its superiority, and already it is in use in cities and towns in 45 states of the Union—a total of over 1,200 places

Late Spring Adoptions

of the Entire Series for Basal Use

The State of Louisiana

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Toledo, Ohio

Portland, Maine

Worcester, Massachusetts

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Alameda, Cal.
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Danville, Ill.
Decatur, Ill.
Peoria, Ill.
Rockford, Ill.
Springfield, Ill.
Hammond, Ind.
Lafayette, Ind.
Muncie, Ind.
New Albany, Ind.
South Bend, Ind.
Terre Haute, Ind.
Council Bluffs, Iowa
Fort Dodge, Iowa

Keokuk, Iowa
Ottumwa, Iowa
Fort Scott, Kan.
Wichita, Kan.
Bangor, Maine
Biddeford, Maine
Brockton, Mass.
Fitchburg, Mass.
Woburn, Mass.
Alpena, Mich.
Menominee, Mich.
Saginaw, Mich.
Ypsilanti, Mich.
Duluth, Minn.
Eveleth, Minn.
St. Cloud, Minn.
Chillicothe, Mo.
Moberly, Mo.
Kalispell, Mont.
Lincoln, Neb.
Atlantic City, N. J.
East Orange, N. J.

Plainfield, N. J.
Santa Fe, N. M.
Niagara Falls, N. Y.
Minot, N. D.
Lorain, O.
Marion, O.
Newark, O.
Tiffin, O.
Altoona, Pa.
Wilkesburg, Pa.
Williamsport, Pa.
East Providence, R. I.
Newport, R. I.
Sioux Falls, S. D.
Austin, Tex.
El Paso, Tex.
Galveston, Tex.
Houston, Tex.
North Yakima, Wash.
Eau Claire, Wis.
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EDUCATORS PERSONALLY

Hon. J. G. Crabbe, who was elected on June 9 to the presidency of the State Normal College at Greeley, Colorado, has in many ways demonstrated exceptional ability. A native of Ohio, a graduate of an Ohio university, a Republican first, last and all the time, but never an intense partisan, he went to Ashland, Kentucky, as city superintendent, where his wholly unusual success as one of the educational progressives in the state led to his nomination by the Republicans as state superintendent, and stranger though he was to the people of the state he made a campaign so ardent and so appealing that he was elected, the only man of his party who has ever held the office. When the Richmond, Kentucky, State Normal School was vacant he was prevailed upon to accept it, following the late Dr. Roark, the most popular educator in many respects in the state, and he has given that school a genuine national reputation, and has himself been one of the most conspicuous men of the South in the National Education Association. His promotion to Greeley is well deserved.

H. S. Lehr is one of the men whom it has been a joy to know because of what he is, because of what he has done, but even more because of the monument which he has erected in the Ohio Northern University at Ada.

Fifty years cover much of the best educational life of America.

April 9, 1866, H. S. Lehr began his noble career at Ada. The Civil war had closed and a new era was opening for the young men and women of the United States.

Mr. Lehr was full of the zeal of the new life. He had a great vision, the vitality to attempt its realization, and the sanity to keep himself and the institution he saw in vision wisely poised.

Where is there another man now alive, still in the range of his life work, who saw the first dawn of the idea of a great institution, who has seen it grow and multiply until today there is a full acre of students ambitious, persistent and heroic?

For more than half of that half century I have known Mr. Lehr and have seen the triumph of his purpose, the fulfillment of his hope and the achievement of his aspiration.

That which has made Ada glorious above many other educational institutions is the fact

that but for the special hope found here, but for the inspiration of those who had here learned the lesson of achievement, that but for the outstretched helping hand, many would never have taken the first step toward higher education and broader scholarship.

Ada is an honor to Mr. Lehr and he is and has always been an honor to Ada.

James A. Shawan, who retires from the superintendency of Columbus of his own motion after long years of service, is keenly appreciated by the teachers and principals of Columbus and by the public of that city, but by none more than by his host of friends in the National Education Association, of which he has been an active and devoted member for many years. He has served on many committees of the N. E. A., and of the National Council. He has been one of the wheel horses in every sense of the word. It is a joy to know that, retiring in the vigor of manhood, he has a beautiful farm home to enjoy and sons and daughters whose prosperity and nobility are a source of comfort and pride.

Miss Betty Dutton, who retires from the principalship of the Kentucky Street School, Cleveland, is one of the noblest examples of a teacher's possibilities of influence microscopically and telescopically. No mother ever watched over her little family more faithfully and skilfully than Miss Dutton has looked after every detail of her large family, or more sympathetically. And yet no man or woman has had a broader outlook or a more intelligent grasp of great problems and great needs. I think no one has attended more sessions of the N. E. A. summer and winter than has she, and no one has heard so many addresses or been more appreciative of the best things. Ten years ago, when San Francisco teachers were in despair over the horrible condition after the fire, Estelle Carpenter wrote to Irwin Shepard appealing for help. Mr. Shepard sent Miss Carpenter's appeal to Miss Dutton and to Miss Katherine D. Blake of New York, and it is one of the glorious chapters in our educational history that these women secured immediately large sums of money and train loads of the necessities of life. Miss Dutton is the only woman who has been honored with membership in the National Council of Education for as long a term as has any man.

While I am an advocate and a disciple and an administrator of free schools, I will be a free man, and I will not let any set of men in politics, business, or creed, shackle me or make me afraid. If I cannot administer the public schools as a free man, free from the shackles of business which seeks to take advantage, and free from political and religious domination that attempt to dictate my course, then certainly I will seek some other course.—Superintendent Horace M. Rebok, Santa Monica, California.

Teachers Attending N. E. A. Convention

WHICH OPENS IN NEW YORK ON JULY 3rd

ARE CORDIALLY INVITED to visit our Exhibit at Madison
Square Garden and also to call at our New York office.

WE wish to show all teachers interested in commercial courses the very latest things in typewriter development.

Chief among these is the

Self Starting Remington

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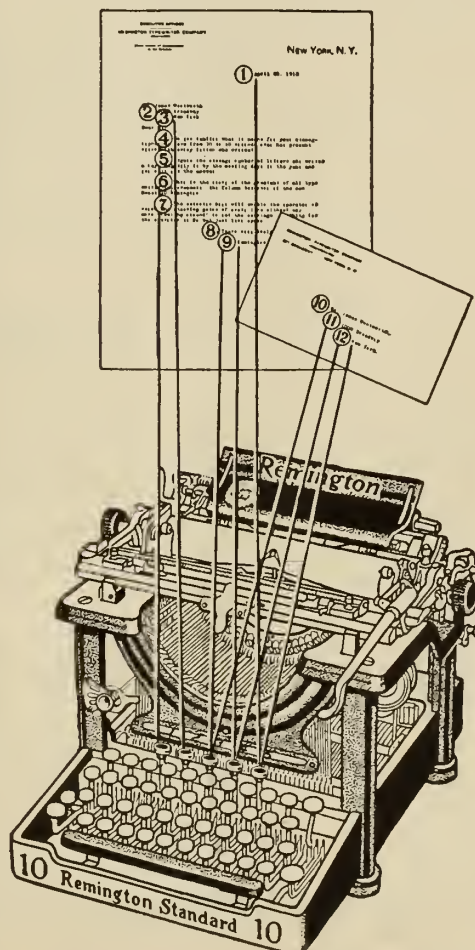
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DEPARTMENT OF ADMINISTRATION

Last year at Oakland there was the first real attempt to have a meeting of a Department of Administration that in any adequate sense represented Boards of Education.

Because of the success of that meeting there was for the first time in the history of the association a general session of the Department of Superintendence devoted to questions of vital interest to Boards of Education with two mighty live members of school boards making addresses.

At New York in July there will be a program by school board members which every member of a Board of Education in the United States should hear.

How many will hear it?

SCHOOL BOARD PROGRAM AT N. E. A.

At New York one of the greatest sessions in program and importance will be that of School Administration. Indeed, that department will have one of the most significant programs ever presented at an educational meeting. If you doubt it look at these names: Messrs. W. H. Willcox, president of the New York City Board of Education, and Thomas W. Churchill, the retired president; Joseph Lee of the Boston Board, State Commissioner John H. Finley of New York, Cora Wilson Stewart of Kentucky, Mrs. Maude Crewes Waters, member Board of Education, Los Angeles; Edward C. Elliott, chancellor of the University of Montana; Stephen B. Knight, member of the Board of Education, Denver; Miss Mae Snow, Board of Education, Minneapolis; C. B. J. Snyder, architect, New York City Board of Education; W. E. Pieplow, member of the Board of Education, Milwaukee; John Wanamaker, member Board of Education, Philadelphia, and O. M. Plummer, director Board of Education, Portland, Oregon.

N. E. A. FOR BOARDS OF EDUCATION

The National Education Association will always be halting and limping until members of school boards take an active part.

Nothing could be more absurd than to style any association a National Education Association that has no vitalizing connection with the men and women who have to vote practically everything that the superintendent, principals and teachers need and desire.

How ridiculous for 20,000 teachers, 4,000 principals and 2,000 superintendents to meet in New York in early July and listen to arguments, expositions, demonstrations and appeals and go back to their work in September and ask the Board of Education to vote a few of the things they have learned about! Ask men and women to vote money for things of which they have never heard and on which it is impossible for them to vote intelligently.

Is it any wonder that Boards of Education think their superintendent is a faddist?

The chief trouble with some principals and teachers who oppose progressive ideas is because the superintendent goes to at least ten national gatherings in ten years, in summer or winter, while principals cannot go to more than five, nor teachers to more than two.

These three lines of educators as a whole stand related to progressive ideas in about the relation of 10—5—2, based almost entirely upon the rate of attendance upon National Education Association meetings. Now members of Boards of Education have not averaged one in 100 ever being in attendance upon a National Education meeting of any kind. How can they be expected to know the relative values in education?

It is really more valuable for a school system to have a modernized educational thinker voting on the latest and best things, than to have a modernized educational thinker begging for them.

The National Education Association will be ten times more efficient if there are a thousand members of Boards of Education at New York in July than it can be without them.

SEND A BOARD MEMBER TO NEW YORK

Boards of Education have at last been educated to send the superintendent to the February meeting of the Department of Superintendence.

No other equal amount of city money is so well invested as is that which connects the superintendent with the live wires of educational thought from all over the country.

Now let the superintendents educate the Boards of Education to send one of the members to the summer meeting of the National Education Association.

As a matter of fact it would be a good investment for the teachers, principals and superintendents to make up a purse and send one of the Board members. It would make their work twenty per cent. lighter to have one of the members in touch with other members in such a way.

Of course no self-respecting community would permit anything like that.

The next thing is for some member who can afford it to go at his own charges as those on the program at Detroit went. But that is vicious. That gives the men of means an advantage which they should not have in any city in America.

Let Boards of Education make an appropriation and send one of the members to New York in July for attendance upon the National Education Association and especially for attendance upon the meeting of the Department of Administration. It will be the best money they can vote in May or June.

A WALDORF LUNCHEON

The Department of Administration has arranged for a luncheon in honor of President David B. Johnson, at the Waldorf Hotel, New York, Wednesday noon, July 5, at \$2 a plate.

This will be about the biggest and best thing at the July meeting of the N. E. A.

In Oakland last summer the first annual luncheon of the presidential series was by far the richest and rarest occasion of the entire season. The same will be true in New York. There should be two thousand men and women at that luncheon in the gold room of the Waldorf Hotel, July 5, 1916, and O. M. Plummer, North Portland, Oregon, should be notified early that you will be there.

Junior High School Series

D. C. HEATH & CO. have in preparation a complete series of books for Junior High School courses. The following will be ready this summer. A bulletin giving full details concerning the series will be sent to any address on request.

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VIEWS ON BOARDS OF EDUCATION

Continued from page 694.

N. C. HALL,

Superintendent, Little Rock, Arkansas.

- 1-2-3. Yes.
4. Not here.
5. 1, 2, 3 helpful; 4 harmful.
6. Six.
- 7-8. If at large six is enough for any Board.
9. Elected.
11. No.
12. Six years with opportunity for re-election.
13. The odd number sometimes gives one man the deciding vote; in matters material there should be more unanimity.
14. No.
- 15-16. Yes.
18. In most matters—election and removal of teachers, new policies, such as Junior High School, Gary Plan, etc.
19. Yes. Five years.
20. Six years.
21. They should be allowed to go over the head of the superintendent in no matters.
22. Advisory voice with superintendent.
23. Advisory to Board *if* called on.
24. Advisory to superintendent *if* called on.
25. Advisory *if* called on.
26. Committee of teachers and principals.

—o—

P. W. HORN,

Superintendent, Houston, Texas.

I think there is a decided tendency to leave more to the superintendent, the general manager of the internal affairs of the school, including the selection of teachers and of textbooks. I feel equally sure that there is a decreasing tendency toward the dictation of school policies by people in the community who are not primarily educational in their interests. I am equally sure that all the tendencies enumerated above are helpful in their influence.

So far as my opportunity for observation goes, I am inclined to think that a board of seven is ideal in number for a city of any size.

It is furthermore my opinion that an appointive school board is either the best or the worst of all, depending largely upon the question as to who does the appointing. If the appointment is made by those who realize the responsibility and are impressed with the need of having a high class of citizens to serve on school boards, the appointive plan seems to me undoubtedly best. On the other hand, if the appointing power desires to throw the schools into politics it can do so very easily.

My experience leads me to believe rather strongly in the appointive system. It has been my observation that even if a man is, himself, a politician and looks at things from the political viewpoint, he may nevertheless realize the necessity for keeping the schools free from politics and may therefore appoint a very high type of citizens for services on the school board.

I do not think there should be any ex-officio members of the school board.

My observation leads me to believe that either there is a good deal of nonsense being talked in regard to the matter of the tenure of the superintendent, or else that conditions vary very widely in other portions of our country from those which are familiar to my experience. I have been uniformly elected for terms of two years and I have never seen the time that I felt an election for a longer term would be of any service to me. If a superintendent really feels

that a majority of his community, or of his board, is against him, it would seem to me that he would feel that he could not profitably remain in his position even though he had a contract for a term of years. If, on the other hand, the majority of his board and his people is with him, he will not need a contract to hold him in his position. A superintendent who, for any reason, remains in a position when he has a majority of the board against him, is not situated so as to do really effective work.

—o—

ADELAIDE STEELE BAYLOR,

Supervisor, Indianapolis, Ind.

- 1-2-3. Yes.
5. 1 to 3 are helpful.
6. Three.
7. Three—five.
8. Five.
9. In some cases the former; in others the latter. As a general proposition, however, appointment would probably secure better official.
11. No.
12. Three to five years, subject to re-appointment.
13. Odd.
15. Yes.
16. Through advice of superintendent and other administrative officers.
17. In outlining educational policy, appointment of teachers, selection of textbooks, etc. Perhaps not entirely independent, but to have the final word.
18. Expenditure of money.
20. Three to five years.
21. In cases where the best interests of the school are at stake through action of superintendent.
- 22 and 26. A very large extent.

C. E. CHADSEY,

Superintendent, Detroit, Mich.

1. In my judgment, there is a very decided tendency to increase the authority of the school superintendent over school matters. This is particularly true so far as it concerns the educational side of the work. An increasing majority of boards of education frankly say that on such subjects they cannot be expected to have intelligent judgments, and that the superintendent is an expert qualified to represent them in these matters.

2. There is no question in my mind as to the increasing power of the superintendents in the choice of teachers. The removal of inefficient teachers is always a difficult and embarrassing matter. I am inclined to believe that boards of education are more apt than in the past to follow the recommendations of the superintendent with reference to the failure to re-employ inefficient teachers.

3. The average superintendent has almost absolute authority in connection with the selection of textbooks. There are of course marked exceptions to this rule.

6. Five.
7. Five to nine.
8. Seven to nine.
9. Depends largely upon local conditions. I think that in the great majority of our cities it is better for boards of education to be elected.
- 11, 12. I am inclined to favor a term of about five or six years.
13. Odd.
14. No.
15. In small cities—yes. In large cities I am inclined to favor a reviewing board which shall have power to modify, to some extent, the decisions of the boards of education as to the amount of money to be

Continued on page 702.

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VIEWS ON BOARDS OF EDUCATION

Continued from page 700.

levied. I think that the moneys levied should be expended by the Board of Education without the review of any other board or individual.

16. Yes, subject to revision in large cities by some other board.

17, 18. I am inclined to favor the theory that the Board of Education should limit itself rather strictly to the acceptance of general lines of educational policy and should authorize the superintendent within those prescribed limitations to carry on the work of the school. The relation of a superintendent to the Board of Education should be very similar indeed to that of a superintendent of a corporation to the Board of Directors. In the great majority of subjects I believe that superintendents should have the initiative and, in many of these cases, the decision of the superintendent should be final.

19, 20. I am inclined to favor a long term of office rather than a short term or on tenure.

21. Principals and teachers must have the privilege of an appeal to the Board of Education over the decision of the superintendent. Except in such cases they should not be expected to go over the head of the superintendent to members of the board.

22. The judgment of the individual principals should have great weight in influencing the judgment of the superintendent with reference to the dismissal of teachers.

—o—

STANLEY H. HOLMES,

Superintendent, New Britain, Conn.

1-2-3. Yes; more.

4. Some; not much.

5. Generally helpful.

6-7-8. Five.

9. Elected.

11. No.

12. Three years, with re-election.

13. Odd.

14. No.

15-16. Yes.

17-18. None. He should have the initiative in nomination of teachers, transfer of teachers, selection of textbooks, and course of study.

19. Yes. Two years.

21. All.

22. Should advise with superintendent.

23-24-25. None.

26. Should be invited to assist and advise by superintendent.

—o—

WILLIAM A. GREESON,

Superintendent, Grand Rapids, Michigan.

1. Yes.

2. Yes. In Grand Rapids no teacher is appointed or dismissed without the recommendation of the Superintendent of Schools.

3. Yes. In Grand Rapids no textbook is selected without the recommendation of the Superintendent of Schools.

4. Not in Grand Rapids.

5. 1, 2 and 3 are tendencies toward the right direction. The tendency indicated in 4 is harmful.

6. Five.

7. Seven.

8. Nine.

9. Elected at large; not by wards.

10. They should not be appointed.

11. No.

12. Three years.

13. Odd number.

14. No ex-officio members.

15. Yes.

16. Yes.

17. The Superintendent of Schools should not be independent of the Board of Education in any respect.

18. Naturally the Board of Education should expect the superintendent to take the initiative in all educational matters, and of course the Board of Education should have the final word in every matter.

19. No.

20. Not important. Whenever a superintendent is unable to work in harmony with the Board of Education, he should leave.

21. In my opinion, both principals and teachers should have free access to the Board of Education to discuss all school matters.

22. Principals should be consulted by the superintendent in the important matters of choice and dismissal of teachers. The superintendent, however, must have the final word.

24. Teachers should not be consulted in the choice or dismissal of the principal. The general principle is that an executive officer ought not to be selected by the people who are to serve under him.

25. Not at all. The same principle implies as in 24.

26. To the greatest possible extent. In my opinion, the initiative in regard to the selection of textbooks should be placed with committees composed of principals and teachers, and the superintendent should take into consideration the opinion of the committee of principals and teachers when he makes his recommendation to the Board of Education concerning textbooks. I do not believe that the superintendent should be bound to accept the recommendation of the committee, but he should certainly give their recommendation careful consideration.

—o—

U. G. WHEELER,

Superintendent, Newton, Mass.

My own experience and observation confirm my belief that, in the matters referred to by questions 1, 2 and 3, there is a rapidly growing tendency to defer more and more to the superintendent's recommendations. I consider this a very important educational advance. The superintendent should have great freedom and large power in school administration and school policies.

Legally I suppose the Board of Education (Question 18) must pass final judgment, but the superintendent should have the initiative in nearly everything that concerns the schools. This should not mean an arbitrary exercise of power. The superintendent should seek the helpful, constructive co-operation of his principals and teachers, and should share with them many responsibilities. The employment and dismissal of teachers should rest with the superintendent, but he should share this responsibility equally with principals, provided he has principals who are given time for supervision and who are held responsible for results.

The superintendent should be the official medium of communication between the board and the teachers. Only in very abnormal situations should the board go direct to the teachers or the teachers direct to the board in matters of school administration or school policy.

A committee of principals and teachers should con-

Continued on page 704

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VIEWS ON BOARDS OF EDUCATION

Continued from page 702.

sider and report to the superintendent changes in textbooks. This report should receive the approval of the superintendent before it is formally acted upon by the board.

I believe in a small elective Board of Education, five, seven or nine members, according to the size of the city. They should hold office for three years, the terms of about one-third expiring each year. There should be no ex-officio members. The board should determine, within prescribed limits, the amount of money necessary for school purposes, and should have entire charge of the use of this money.

—o—
WILLIAM ORR,

Deputy State Superintendent, Boston.

1. In my opinion, definite progress is being made in giving to the superintendent of schools responsibility and authority in the internal management of the school system.

2. The superintendent is, to an increasing degree, regarded by school committees as the expert best qualified to select and recommend teachers, and to counsel regarding dismissal.

3. School committees, recognizing that the selection of textbooks calls for expert knowledge, are more and more looking to the superintendent of schools for recommendations regarding the choice of textbooks.

4. Dictation with regard to school policies by persons in a community outside of the school committee and the employed officials results either from a selfish desire to secure personal advantage, or from an anxiety to improve conditions without adequate basis of knowledge as to how such improvement is to be effected. The latter motive is one that is to be commended, as it is desirable that the people at large should be concerned with the development of the school system. It is, however, desirable that organized agencies should be promoted whereby such public opinion and criticism of the school system may be made effective. The Parent-Teachers' Association, Home and School Societies, and public educational organizations constitute the most valuable means whereby the public may express its opinion regarding its school system, and also receive information thereupon from skilled experts and from school committees.

5. This question has been answered in the above.

Attention is called, in connection with questions 1, 2 and 3, to the following school legislation in Massachusetts: Chapter 44, Acts of 1911, Sections 40, 41 and 42 of Chapter 42 of the Revised Laws, and Chapter 173 of the Acts of 1904. See also discussion of Chapter 441 of the Acts of 1914 in the Seventy-fifth Annual Report of the Board of Education, pages 270 to 272.

Superintendent E. W. Robinson of Webster has compiled data regarding progress in the definition of the powers and responsibilities of the superintendent of schools.

6. Five.

7. Seven.

8. Nine.

9. The Board of Education should be elected directly by the people, as the management of the public schools is a matter of large concern to the individual citizen.

10. By the Mayor, or, in a commission form of government, by the Commission.

11. No.

12. Three years, with an arrangement whereby a certain number of the members of the board hold over; thus, in a committee of three, the first appointment should be for one, two and three years, respectively, and then each appointment thereafter, for three years.

13. Of an odd number, in order to avoid, as far as possible, deadlock.

14. No.

15. Yes.

16. Such a provision would seem to put too large control of taxation in the power of the Board of Education. In large cities, there is an argument for a definite allotment of so many mills per thousand of valuation for the support of the public schools. In smaller communities it would seem desirable that the Board of Education should, on the basis of close estimates, secure from the city council or commission the sums of money necessary for the support of such schools.

17. In carrying out all matters of detail, under general policies of administration and instruction formally accepted by the Board of Education.

18. In presenting general policies and plans for the development of the schools.

19. The superintendent should be on tenure. At least, three years of probation is desirable. The above statement holds in the case of small communities. See copy of Chapter 719 of the Acts of 1914 and also

(Continued on page 706.)



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VIEWS ON BOARDS OF EDUCATION

Continued from page 704

of Section 44 of Chapter 42 of the Revised Laws, as amended by Chapter 384, Acts of 1911.

20. In the case of large cities, the superintendent should be elected for a term of, at least, five years. See copies of legislation referred to in the answer to No. 19.

21. Only in extreme cases and where it appears that the superintendent does not give heed to the statements of the principal and teachers, and does not report their statements, when of sufficient moment, to the Board of Education. (For this answer "not" should be omitted from the question.)

22. The superintendent should consult with principals before making recommendations regarding appointment or dismissal of teachers.

24, 25. Except under unusual conditions, the school committee should decide upon the selection and dismissal of the superintendent, without any formal consultation with principals. Usually sufficient information comes from such sources informally and spontaneously to give the school committee an understanding regarding the service of the superintendent.

26. The superintendent of schools should freely consult with teachers and principals regarding the selection of textbooks in which the principal or teacher is particularly interested.

[The Board of Education is shortly to issue a Manual on School Administration, in which there are compiled the results of study of existing conditions in Massachusetts and of conferences with superintendents and school committees.]

FRED S. SHEPHERD,

Superintendent, Passaic, N. J.

Judging from my personal experience, the tendency is to leave the internal affairs of the schools more to the superintendent; likewise, to look to him for recommendations of appointment or of removal of teachers; also, to leave to him the choice of textbooks.

I think there has been a growing tendency on the part of outside persons or parties to criticise and direct school policies. The latter tendency might be harmful; properly directed, however, it might be of great service to the schools. The tendency to leave the internal administration of the schools, including appointment and removal of teachers and selection of textbooks to the superintendent, is a helpful tendency. The tendency toward outside dictation increases the difficulties of school administration and may be either harmful or helpful.

A board of five members in cities of less than one hundred thousand population is sufficiently large. I believe it is equally efficient in cities of larger size. My experience has been with boards of education of five and of nine members. The larger the board the more likely it is to transact business in committees. Under such an organization the board is likely to be less well informed as a whole regarding the administration and business of the board and of the schools.

It seems to me that a board of five, or seven, or nine members, elected at large and empowered to levy the school tax, would in the long run secure the most satisfactory results. Now in most places the responsibility for maintaining good schools rests upon the Board of Education, while the responsibility of levying the tax rests upon the city council or city commission. Such division of authority and responsibility does not conduce to efficiency in school management.

I do not believe boards of education should serve

indefinitely, unless recalled by popular vote. In a board of five members the term should be five years, one member being elected every year. This seems to me ideal. It concentrates upon the one candidate the attention of the whole city. If there are seven members the term would better be seven years for the same reason. A board of either seven or five members is nearer the ideal than a board of nine, or more.

I think the board should be of an odd number of members, if for no other reason than occasionally to force upon the president of the board the necessity of declaring where he stands, and of settling a tie vote.

If there should be ex-officio members, one should be sufficient and he should be the head of the city government.

I think that boards of education should have charge of the use of moneys for the schools, and should have the authority to determine how much shall be raised and should levy the tax therefor. Such power, however, should not be imposed in boards of education which are not elective.

I do not see any good reason for the superintendent being entirely independent of the Board of Education in any respect, providing they are responsible for his appointment. He should not be discharged, however, except for cause clearly stated in writing, if requested, and substantiated by evidence.

If tenure of office is to be granted to teachers, it should also be granted to superintendents, and for similar reasons. Tenure of office on the part of teachers makes the difficulties of the superintendent's position oftentimes greater than would otherwise be the case. It is possible that disloyal and vindictive teachers will now conspire against the superintendent, and unjustly do him incalculable harm, resulting possibly to him in the loss of his position, when they would not dare to take such steps if he were under tenure, the requirements of which would cause them to show their hand, file definite written charges, and prove them by reasonable evidence. This last statement may seem inconsistent with former statement made as to the independence of the superintendent of the Board of Education. The two views, however, I think can be reconciled.

In no respect should principals and teachers go over the head of the superintendent to the Board of Education when moral principle is not involved, and the conscience of neither party is violated. The person who carries the final responsibility in matters of administration should have the final say; even though the subordinate may not agree, professional ethics would require that he carry out the directions of his superior to the very best of his ability. If the superior officer is really inefficient that very fact involves a moral responsibility on the part of the teacher or the principal, which might compel him to state the conditions to the Board of Education. This should not be done, however, until the principal or teacher has first honestly and frankly discussed the situation with the superintendent, and has told the superintendent that an appeal to higher authority would be necessary.

I do not think teachers should be consulted in the choice or dismissal of the principal of their school, nor do I think the teachers or principals should be consulted in the choice or dismissal of the superintendent.

I believe thoroughly in consulting the judgment of the principals and teachers in the selection of textbooks, reserving final judgment to the superintendent, who makes recommendation of adoption to the board.

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- The Holton Curry Readers.** *M. Adelaide Holton and Charles Madison Curry.* An eight book series. Beautifully illustrated. Three books in colors; five in line drawings.
- The Wiley Health Reader: Physiology-Hygiene.** *Dr. Harvey Wiley.* Just out. Fourth and fifth grades. Line drawings.
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NEW SUPPLEMENTARY READERS

- Hiawatha Industrial Reader.** *Mary Proudfoot.* Illustrated with half tones by J. Allen St. John \$1.50
- Washington: A Virginia Cavalier.** *William H. Mace.* LITTLE LIVES OF GREAT MEN. Line drawings by Colby, portraits35
- Hindu Tales.** *Teresa Peirce Williston.* Color plates by Maud Hunt Squire.
- Indian Legends.** *Marion Foster Washburne.* Color plates by Frederick Richardson . . .45
- Robin Hood and His Merry Men.** *Maud Radford Warren.* Line drawings by Milo Winter .50
- Greek Photoplays.** *Effie Seachrest.* Photographs with text unfold the story as on a screen. Photogravures by Blashfield. For middle grades.
- Overall Boys in Switzerland.** *Eulalie Osgood Grover.* Profusely illustrated with color plates by Bertha Corbett Melcher.
- Vocational Reader.** *C. Park Pressey.* Illustrated.
- Asia: A Geography Reader.** *Ellsworth Huntington.* Illustrated with half tones and maps. .75
- South America: A Geography Reader.** *Isaiah Bowman.* Half tones and maps . . .75
- Panama and Its Bridge of Water.** *Stella Humphrey Nida.* Half tones and maps . .50

HIGH SCHOOL BOOKS

- Commercial Geography.** *Edward Van Dyke Robinson.* Revised edition. Ninety-two colored maps and fine half tones from photos \$1.25
- Elementary Chemistry.** *C. E. Linebarger.* Line drawings and half tones, portraits of famous chemists 1.00
- Laboratory Manual.** *C. E. Linebarger.* Line drawings50
- Vocational Guidance for Professions.** *Edwin T. Brewster.* On the press.

BOOKS FOR COLLEGES

- Critical Realism: A STUDY OF THE NATURE AND CONDITIONS OF KNOWLEDGE.** *Roy Wood Sellars, Ph.D.,* Assistant Professor of Philosophy, University of Michigan. Just out . . . \$2.00
- Principles of Aerography.** *Alexander McAdie,* Harvard University.
- Human Geography.** *Jean Brunhes,* Professor of Human Geography, University of France. English edition edited for American schools by Richard E. Dodge and Isaiah Bowman.

Write for Catalog and descriptive matter.

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EDUCATIONAL PUBLISHERS

NEW YORK

VIEWS ON BOARDS OF EDUCATION

Continued from page 706.

ALVIN N. CODY,

Superintendent, Flint, Michigan.

1. There is certainly a great tendency to leave the affairs of the school's government to the superintendent.
2. The superintendent has far more voice in the selection of teachers and in their removal than formerly.
3. Far more voice in the selection of textbooks than formerly.
4. I think there is far less tendency on the part of the persons or parties toward the dictation of school policy.
5. Helpful.
6. Not less than five nor more than nine.
- 7-8. Not more than nine.
9. Elected.
10. This would depend upon the form of government in said city.
11. I think so.
12. Three years.
13. Odd.
14. I think it necessary.
15. Decidedly, yes.
16. Certainly.
17. In respect to the recommendation of teachers.
18. With respect to recommendation and final appointment of teachers.
19. One year ought to demonstrate the superintendent's ability.
20. Three or five years.
21. In no respects. The superintendent should be recognized as the head of the school system, so far as school matters are concerned.

22. Principals should confer with the superintendent regarding the success or failure of teachers.

23. They should be consulted for advice by the superintendent, but the superintendent should have the final word.

24. This is a delicate matter and the superintendent should have to exercise great care in consulting with teachers regarding their principal's success or failure.

25. This would be a question for the School Board to settle.

26. Teachers and principals are very helpful in the selection of textbooks and should be consulted to a great extent.

—O—

C. E. GITHENS,

Superintendent, Wheeling, W. Va.

- 1, 2, 3. Yes.
4. No.
5. Helpful.
6. Five.
9. Elected.
11. No.
12. Four years.
13. Odd.
14. Yes. The superintendent.
- 15, 16. Yes.
19. No.
20. Three to five years.
21. When superintendent refuses to communicate to Board for them.
22. Recommending power only.
- 23, 24, 25. None.
26. Recommending.

LOCATIONS IN NEW YORK

Most places of special interest to the school people are between Washington Square and Forty-second Street, north, and Fourth Avenue to Seventh Avenue. This is much more compact than those unfamiliar with New York realize.

100 WASHINGTON SQUARE.

American Book Company.

FOURTH AVENUE.

- 353, Century Company.
 381, A. S. Barnes & Company.
 432, Charles E. Merrill Company.
 443, Longmans, Green & Company.
 461, Camp Fire Girls.
 Corner 42d street, Hotel Belmont.

FIFTH AVENUE.

- 64, Macmillan Company.
 70, Ginn & Company.
 73, Milton Bradley Company.
 73, Newson Company.
 126, Silver, Burdett & Company.
 200, Boy Scouts of America.
 547, Scribners.
 Corner 28th street, Prince George Hotel.
 Corner 34th street, Waldorf Hotel.

BROADWAY.

- Corner 32d street, Imperial Hotel.
 Corner 34th street, McAlpine Hotel.
 Corner 44th street, Astor Hotel.

NINETEENTH STREET.

- 112, East, Row-Peterson & Co.

TWENTY-SECOND STREET.

- 44, East, Rand, McNally & Co.
 105, East, Charity Organization Society.
 130, East, Russell Sage Foundation.

TWENTY-SIXTH STREET.

Corner Madison Avenue, Madison Square Garden.

IRVING PLACE.

- 30, Prang Company.
 40, Washington Irving High School.

THIRTY-THIRD STREET.

- 8, East, Scott, Foresman & Company.
 34, West, D. Appleton & Co.
 34, West, Henry Holt & Co.

THIRTY-FOURTH STREET.

- Corner Broadway, McAlpine Hotel.
 Corner Madison Avenue, Waldorf Hotel.

THIRTY-SIXTH STREET.

- 11, East, Allyn & Bacon.
 30, West, Atkinson, Mentzer & Grover.
 THIRTY-EIGHTH STREET.
 15, West, B. H. Sanborn Company.

THIRTY-NINTH STREET.

- 239, West, D. C. Heath & Co.

FORTIETH STREET.

- 16, East, Houghton Mifflin Company.

FORTY-SECOND STREET.

- Corner Fourth Avenue, Hotel Belmont.
 Corner Madison Avenue, Hotel Biltmore.
 Corner Fourth Avenue, Grand Central Station.
 Corner Fifth Avenue, Manhattan Hotel.

FORTY-FOURTH STREET.

- Corner Broadway, Astor Hotel.

BOOK TABLE

MAN—AN ADAPTIVE MECHANISM. By George W. Crile, professor of surgery, School of Medicine, Western Reserve University. New York: The Macmillan Company. Cloth. Illustrated. 387 pp. Price, \$2.50.

The great advances in preventive medicine and the revolutionary work of those striving along the lines such as those pointed to by the Life Extension Institute would never have been complete without the work of Dr. George W. Crile. His present book has been awaited, and it fulfils expectations. For more than twenty years the general theme treated in "Man—An Adaptive Mechanism" has been under investigation in Dr. Crile's laboratory and clinic. The summaries of his observations are offered in this book in the argument for his main thesis, that man is essentially an energy-transforming mechanism, obeying the laws of physics, as do other mechanisms. The human body is a mechanism which has reached its present stage of efficiency through a continuous struggle to adapt itself to the conditions surrounding it, he points out. Dr. Crile's purpose is to show that the phenomena of disease no less than the phenomena of normal living—emotion, ambition, ideals—are the outcome of this ancient friction which has resulted in the evolution in the body of a system of organs which, working in harmony or disharmony with the environment, produce responses now recognized as normal processes, now as abnormal reactions.

The book is written in terms for the general reader, to whom it carries an appeal.

THE PRINCIPLES OF HEALTH CONTROL. By Francis M. Walters, Warrensburg, Mo., State Normal School. Boston, New York, Chicago: D. C. Heath & Co. Cloth. Illustrated.

Health control presents a negative and a positive phase—negative in so far as the causes of disease and bodily weakness are to be avoided, positive to the extent that weak parts are to be built up, body processes improved and the natural defences strengthened. Although these phases are of about equal importance, the second supplies an impelling motive for the student and fills an ever-increasing need in the life of today.

Since all phases of modern life tend to impair the physical organism, there should be a wide dissemination of the knowledge of how weaknesses are to be relieved and the body restored to its normal condition. This does not mean that less attention should be given to prevention, but that more should be given to counteractive and recuperative agencies.

In requiring corrective work of students, care must be exercised. The conditions which we attempt to improve must be such as yield to well-defined hygienic agencies, and the remedies suggested must do no harm. The student should never be made to feel that he is submitting in a medical sense to any form of treatment, but should be made to realize that his health and vigor depend largely upon his own efforts. As an incentive to the formation of correct habits and the relief of bodily weaknesses the student may be given a health grade, based largely upon the improvements which he is able to attain, which shall count in determining his final standing.

In accepting the theory of health control as a working basis, it is necessary to construe it in a broad and general sense. The "laws of health" permit no such rigid application as the laws of mechanics or of chemical action and, because of structural and functional differences among individuals, health agencies can with no degree of accuracy be standardized. Hence, as long as "one man's meat is another's poison," the system of control which is effective with one person is likely to fail with another. Although this fact is not opposed to the idea of control, it does mean that success must largely depend upon the careful adjustment of recognized principles to individual needs.

We must distinguish between the methods of control which the individual can exercise over his own health and those which, on account of his social, economic, and biological dependence, must be exercised for him by others. Control by the individual has well-defined limitations. But the individual may, through intelligent co-operation with others, become a factor in the larger control which is exercised through organized society.

One purpose of a course in hygiene is to instruct prospective citizens concerning the problems of public health and the methods by which they are to co-operate with physicians, health officers, and with one another, in their solution. While hygienic effort very properly begins with self, it must not be permitted to end here, and for the reason that the larger control of health comes through the social order.

THE ALDINE SPELLER. Parts One, Two, Three, Four. By Caroline T. Bryce and Frank J. Sherman. New York: Newson & Company.

The notable success of Miss Bryce in achieving results in school reading was due in no small measure to the effective way in which she secured results in spelling, and in collaboration with Mr. Sherman, who has had excellent results as a superintendent, the work has been skilfully graded so that one book covers two years of elementary school life.

Those who are familiar with the Aldine Readers and Aldine Language books will readily appreciate why the Aldine Speller begins with the first grade so that the child will never know how to misspell words. The theory is that when a child learns a word he should learn it completely. A child has not learned a word until he can spell it correctly as well as pronounce it, enunciate, articulate it. The wholly unusual methods in the lower grades will surely bring unusual results in the upper grades.

THE PSYCHOLOGY OF THE COMMON BRANCHES. By Frank Nugent Freeman, Ph.D. (University of Chicago). Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 275 pp. Price, \$1.25, net.

Teaching will have gone a long way toward becoming a genuine science when there is a general appreciation of the fact that there is a psychology of each school subject. It will be some time before there will be an agreement among psychologists as to what is the psychology of each or of any branch of elementary knowledge, but we have gone a long way toward such agreement when any group of psychologists permit one of their number to speak in their name as in this case when Dr. Freeman does so speak for several of the leaders of psychological thought. It will be exceedingly interesting to watch the reaction of certain leaders, as, for instance, upon A. N. Palmer and his multitude of disciples, when they see "psychology" magnifying Zaner and Whitehouse without any apparent knowledge of the fact that the Palmer method seems to be accomplishing fabulous results.

In the psychology of music Congdon's Music Readers are the only ones to which Freeman's psychology of music seems to lead, which must be highly interesting to the authors who furnish about ninety-five per cent. of the music books in use. We have no suspicion that Dr. Freeman has any remote thought of commercialism in his psychology but the way in which he innocently lets his psychology lend a hand to commercialism is sure to discount all applied psychology with a multitude of important factors in the educational world.

THE YOUNG AND FIELD LITERARY READERS.

Book Two. By Mrs. Ella Flagg Young and Walter Taylor Field. Boston, New York, Chicago: Ginn & Company. Cloth. Illustrated in color. Price, 40 cents.

Mrs. Young has always magnified the importance of good literature, within the range of the children's interests, with a vocabulary that they appreciate. She has also believed that there should be enough that is wholly new to them so that the attention will be held closely. This Second Reader has all the characteristics of child literature that Mrs. Young has emphasized for the reading of little children. The fairy stories are very genuine. They are not weakened as so many are before they are presented to children in school. The spirit, the tone, the fascination of the fairies are all retained and the illustrations in orange, black and white give the fairies the most intense reality. There is little that the children can have heard elsewhere or can have seen in any other reader.

CRITICAL REALISM: A Study of the Nature and Conditions of Knowledge. By Roy Wood Sellars, Ph.D., University of Michigan. Chicago: Rand, McNally & Company. Cloth. 283 pp. Price, \$2.

This is not a book for everybody, but it is a book that a certain class of readers will never pass unread if they know of it. It is a book for the thoughtful only, since no one can read it without thinking keenly, masterfully. No one can read it and accept every position stated. To do so will be to run aground before he suspects it.

While it is a world-old discussion it is treated from a new-world point of view. "Critical realism" is a new theory or an old theory in new clothes. It is a presentation of the mind-body problem as the crucial test of any philosophical system.

Mr. Sellars takes his departure from the plain man's view of the physical world, and advances by successive levels of thinking to the complex form of realism which he calls Critical Realism. His view of the physical world agrees with the results of modern science. Science, he holds, gives us knowledge about the physical world, but it should not attempt to *picture* the physical world. Existences and processes are known but they are not, and cannot be, literally present in or to the mind knowing them. The new meaning of knowledge here implied involves the assumption that knowledge does not demand the presence of the existent known in the field of the individual's experience. Much of our knowledge is knowledge about, but it is none the less knowledge for that reason.

GERSTÄCKER'S IRRFAHRTEN. Edited, with notes, exercises and vocabulary, by W. R. Price, Ph.D. (University of the State of New York). New York: Charles Scribner's Sons. Cloth. Illustrated. 257 pp. Price, 50 cents.

This is one of the volumes of the Walter-Krause German Series, under the general editorship of Dr. Max Walter, one of the leading exponents of the Direct Method. The text has been edited in accordance with the principles laid down in the Walter-Krause Grammar, the basic book of the series, but is, of course, suitable for use as well in any class using a modified Direct Method, or even the Grammatical Method. Notes and exercises are all in German, but a complete German-English vocabulary is provided. The exercises consist of "fragen" for conversational practice, and "übungen" for grammatical drill and systematic review.

The author of the text is Friedrich Gerstäcker, whose "Germelshausen" has long been a favorite in American classes. In "Irrfahrten" he describes his hero's "wanderings" in the beautiful Rhineland. Its style is easy and colloquial, the subject matter interesting, lively and amusing. The illustrations are excellent, consisting of photographs of the scenes of the story, a map of Germany and a portrait of Gerstäcker.

ART IN DRESS, WITH NOTES ON HOME DECORATION. By Lydia Bolmar and Kathleen McNutt. A textbook for students of domestic art. Peoria, Illinois: The Manual Arts Press. Price, postpaid, 35 cents.

Nowhere have we seen art in domestic science developed more sanely and applied more fascinatingly than in the Kansas City High School, where this book had its birth and evolution. The art has been modest and yet highly effective. The application of art has been such as to satisfy and gratify the artistic temperament while it has appealed to those who do not know why the artistic pleases. The pedagogy is as significant as the art.

This book is sure to meet the need in high schools and normal schools as a text on the fundamental principles of art in dress, millinery and home decoration. It treats these subjects in a clear, simple and direct manner and uses illustrations of the simplest and most rudimentary character possible. It establishes the fundamental principles and makes it possible to readily build upon them more elaborate problems without confusion to the worker. It gets away from the crude, the loud and the inharmonious and makes for harmony in daily life.

Nothing has filled the need that will now be filled by this book, and we can imagine no book that would do it better.

While dress will be artistic as a result of this book, this is not achieved by blind obedience to erratic fashion. A few of the topics in the book will suggest the spirit and the scope: "Design Based on Selection and Ar-

range," "Underlay Figures as Used in Constructing Dress Designs," "Dominant Lines of the Costume Should be Adapted to Dominant Lines of the Figure," "Lines Echoing Length Lines are Especially Good for the Stout Figure," "Horizontal Lines and Divisions Tend to Modify an Over Slender Figure," "Every Costume Should Have Unity Either of Line or Color," "Design Applied to Hair Dressing," "Principles of Design Applied to Millinery—Relation of Trimming to Structure of Hat," "Principles of Design Applied to Embroidery," "Relation Between Decoration and Object Decorated," "The Use of Color in Embroidery."

WHO'S WHO IN AMERICA. For 1916-1917 (Vol. IX). Edited by Albert Nelson Marquis. Chicago: A. N. Marquis & Company. Price, \$5.

For eighteen years it has been possible to learn the significant facts about living American men and women in whose public activity and personal record there is any general interest, and know as we look at the statement that not one penny has been paid to get facts reported therein.

Prior to Mr. Marquis' venture there were many publications floated upon the market, with no one listed who did not pay from \$25 to \$2,500 in proportion to the enterprise of the promoter.

No man is rich enough to get in if he does not belong there nor poor enough to be kept out if he does belong in "Who's Who in America."

Starting in 1899 with 800 pages, the book now contains over 3,000 pages. The first edition contained 8,000 biographical sketches. This new edition contains nearly 22,000 such sketches—a truly wonderful compendium of American biography, and a marvel of comprehensive-ness and perfection.

Here in a single volume of handy, usable size, and in the most convenient form for quick reference, is a brief record of the career of practically every man and woman in the country who has accomplished any noteworthy achievement or become prominent enough in any worthy way to be the subject of exceptional or general interest.

This book was founded in 1899 by Albert Nelson Marquis and has been under his editorial management all these years, growing steadily in reputation for accuracy and usefulness, and in popularity. Its fame has become world-wide and it is everywhere regarded as the standard biographical reference book of this country.

It is indispensable to any person who reads and thinks or makes any attempt to keep abreast of the time.

EDUCATION AMONG THE JEWS. By Paul E. Kretzman, Boston: Richard G. Badger. Cloth. Price, \$1.

This is an entirely new educational approach. While it is not the first book to be read nor the most important, it is quite indispensable to whoever aspires to new education as it has been echoed through the age. This view of this phase of educational development has never been so well presented at slight cost.

GULICK HYGIENE SERIES. Edited by Dr. Luther Halsey Gulick.

HEALTH AND SAFETY. By Frances Gulick Jewett. Cloth. Price, 40 cents.

PHYSIOLOGY, HYGIENE AND SANITATION. By Mrs. Jewett. Price, 65 cents.

Boston, New York and Chicago: Ginn & Company.

The Gulick Hygiene Series have never lost any of the charm of the earliest books, which created a genuine sensation in the school world. "Good Health," which was such a success when it first appeared, contributes its most attractive features to "Health and Safety," the smaller of these books. The effect of alcohol is intensified in this book, meeting all requirements of Scientific Temperance Legislation.

The larger book, "Physiology, Hygiene and Sanitation," is a full-fledged textbook on physiology with all the popular attractions of "The Body and Its Defences," out of which it has really been evolved. "Sanitation" is an entirely new feature, an invaluable feature, as is the elaboration of the common microbe diseases—measles, malaria, scarlet fever, smallpox, diphtheria, yellow fever, etc.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JUNE.

26-July 1: American Library Association, Asbury Park, N. J. Mrs. Mary W. Plummer, New York Public Library, president; George B. Utley, 78 East Washington Street, Chicago, secretary.

27-30: Maryland State Teachers' Association, Ocean City. Hugh W. Caldwell, Chesapeake City, secretary.

JULY.

8: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.

3-10: National Education Association, New York City.

OCTOBER.

10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.

12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

20-28: Indiana State Teachers' Association, Indianapolis.

October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

MASSACHUSETTS.

BROOKFIELD. Frederick C. Tenney of North Brookfield has been re-elected superintendent of schools for the towns of Brookfield and North Brookfield, at an increase in salary.



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GREENFIELD. Walter H. Klar, supervisor of the manual arts in the Greenfield schools since 1908, has resigned his position to accept a position as art instructor in the State Normal School at Buffalo, N. Y., at a considerable increase in salary.

VERMONT.

SAXTONS RIVER. Rev. George B. Lawson, for the past eight years principal of Vermont Academy at Saxtons River, has announced his resignation, which is to take effect at the close of the commencement exercises.

BURLINGTON. The increasing interest in the Spanish language, due in part to the growth of Pan-Americanism, has led the University of Vermont Summer School to add to its offerings two practical courses in Spanish. Professor Charles Underwood of Simmons College has been secured to give the courses.

MIDDLE ATLANTIC STATES.

NEW YORK.

SYRACUSE. On September 12 State Commissioner John H. Finley will conduct a state-wide spelling bee. Every boy and girl registered in the elementary grades of any school, public or private, city or country, will be eligible in the preliminary contest for the state spelling bee. Those in charge of the preliminary contests will arrange to include all such schools in the county.

The contestants in the state spelling bee at Syracuse shall consist of one person from each county, either girl or boy, who shall be chosen in the following manner: In each supervisory district of the state a preliminary spelling bee shall be conducted in a public contest, according as the district superintendent of schools shall direct. Following the district contest, a county contest shall be held. Each district superintendent will use his own judgment in determining the number of eligibles to represent his district, but the total number of contestants in the county contest shall not be less than ten. Parents must be responsible for providing adequate chaperonage for children sent as county representatives to the State Fair.

NORTHWESTERN STATES.

IDAHO.

LEWISTON. Miss Ethel E. Redfield, county superintendent, has announced herself as candidate for state superintendent as has Miss Catherine Bryden of Moscow.

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county superintendent. These are two of the best equipped women in the state, and aside from personal interests the state has nothing to lose whichever wins. Although Miss Redfield has had normal school association and Miss Bryden university alignment, this will have no significance in the campaign. Both are in the northern portion of the state so that their local constituency will be practically the same.

CENTRAL STATES.

KANSAS.

LAWRENCE. The most significant action in recent times, so far as the university and the city schools are concerned, is the selection of Dr. Raymond A. Kent as superintendent of city schools, succeeding F. P. Smith, who has been in service many years, and head of the department of administration of State University. Dr. Kent will receive \$2,500 as superintendent, and \$1,500 from the University for his lectures and for summer session work. Dr. Kent first attracted attention as superintendent in a small place in Minnesota, which led to his being invited to the Winona State Normal School as a teacher. From this he was chosen superintendent of the city schools of Winona, succeeding Mr. Ade. After two years he became secretary of the State Commission, and after studying at and graduating from Teachers College, Columbia University, he became a professor in the Department of Education of the State University of Minnesota, from which position he has been elected to the Kansas position.

MISSOURI.

JOPLIN. Superintendent J. A. Koonitz has tendered his resignation as superintendent.

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ST. JOSEPH. The city loses the educational leadership of both Superintendent J. A. Whitford and Principal Frank C. Touton of the high school, two men who have helped greatly to promote the educational interests and fame of the city.

SOUTHWESTERN STATES.

CALIFORNIA.

LOS ANGELES. J. H. Francis, who has resigned to become superintendent of Columbus, Ohio, leaves a system with 80,000 pupils enrolled in the public schools. Few cities have ever seen any such evolution in a school system as has Los Angeles in the six years of his superintendency. Some of the steps taken during his administration may be enumerated as follows:—

First, joining of the kindergarten and first grade under one supervision; second, the organization and establishment of neighborhood schools; third, the organization of the intermediate schools; fourth, the establishment of continuation schools; fifth, establishment of the junior college; sixth, the organization of vacation schools; seventh, the establishment of the department of nature study in the elementary schools; eighth, the establishment of school gardens in the elementary schools; ninth, the establishment of the night schools; tenth, change in the construction and type of school buildings from wood and lumber to cement, brick and stone so that most schools are now fireproof with the exception of the floors; eleventh, material enlargement of school playgrounds; twelfth, organization of parents and teachers' clinic whereby care is taken of thousands of cases of eye, ear, nose, throat and dental trouble; thirteenth, the organization of the civic centre; fourteenth, the establishment of school farm with



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THE WEEK IN REVIEW

Continued from page 693.

tude. The minority substitute was defeated by a heavy majority. But the resolution, like that adopted by the Republicans at Chicago, gives no encouragement to the proposed Federal Amendment, which is what both groups of suffragists, the National Association and the Congressional Union, are striving for. Mrs. Catt, president of the former, and Miss Martin, chairman of the "Woman's Party," expressed keen dissatisfaction with the resolution, and Miss Martin describing it as "a jumble of words," and Miss Martin declaring that unless the present Congress passes the suffrage amendment before adjournment, "war will follow."

A RAILROAD DEADLOCK.

The negotiations between the railroad managers and the four great brotherhoods of railroad employees seem to have reached a deadlock. Both sides stand out obstinately for their respective claims, and the conferences between their representatives appear to have left them farther apart. It would bring about a serious nation-wide crisis, and put a general embargo upon commerce and transportation if the quarrel were to end in a strike; for this is the first time that both eastern and western railroads have been affected by such an issue, and that practically all groups of railroad workers have been concerned. Happily, however, the way is still open to a settlement

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through mediation under the provisions of the Newlands Act, and it may be hoped that recourse will be had to this before the quarrel has gone further.

THE AUSTRIAN DEFEATS.

The extent, persistency and success of the great Russian drive against the Austrians signalize an amazing change in the European situation. A little more than a year ago the Austro-German armies had broken through the Russian line on the Dunajec, and within a week had driven the Russian army back nearly fifty miles and had taken 100,000 prisoners. Now, the conditions are reversed. Fighting partly on the same battle ground, but along a front extending all the way from the Gulf of Riga to Bukowina, a distance of from 600 to 700 miles, the new Russian army, freshly recruited and splendidly furnished with munitions, obtained no one knows where, has broken through the Austrian lines at half a dozen places, and has taken more than 170,000 prisoners and an enormous number of guns. So half-hearted has the Austrian resistance been, at some points, that it is even suggested that the Austrian soldiers are surrendering cheerfully because they are sick of war and would be glad to have it over.

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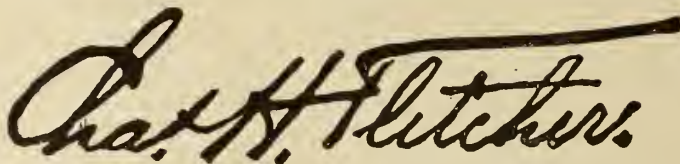
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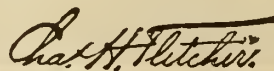
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Reports and Pamphlets

"Kentucky Illiteracy Commission." First biennial report. 90 pages. Mrs. Cora Wilson Stewart, Frankfort, president.

"The State and Education." By Rt. Rev. Mgr. P. R. McDevitt, superintendent of Parish Schools, Philadelphia. 30 pages. Bulletin Catholic Educational Association, 1651 East Main street, Columbus, O.

"Vegetable Gardening." Elementary Agriculture Leaflet No. 4. State of New Jersey Department of Public Instruction, Trenton. 28 pages.

Hampton Normal and Agricultural Institute. Principal's Report 1916. 30 pages. H. B. Frissell, president. Hampton, Va.

Annual Catalog of the Theodore N. Vail Agricultural School and Farms, Lyndon, Vt. 25 pages.

"Commercial Education in New York State." Prepared by Wallace E. Bartholomew, specialist in Commercial Education. 50 pages. University of the State of New York. Bulletin No. 616.

Report of a Survey Made for the Milwaukee Taxpayers' League. By Walter Matscheck, director of the Wisconsin Efficiency League, Madison, Wis. 75 pages. "The Milwaukee County School of Agriculture and Domestic Economy."

Second Annual Report of the Toronto Bureau of Municipal Research. 33 pages. Horace L. Brittain, director.

St. Albans, Vt. 1915 Report. 30 pages. George S. Wright, superintendent.

"Meat: Methods of Cooking." New Hampshire State Department of Public Instruction, leaflet, Concord, N. H.

"Preparation for the Trades." From seventeenth annual report of the New York City superintendent of schools. 100 pages.

"Handbook of the Detroit Junior High Schools." Published by the Detroit Board of Education. G. A. Mindock, McMillan High School, editor. 130 pages.

"Landscape Gardening as Applied to School Grounds." Nebraska State Department of Public Instruction Bulletin. 31 pages.

Medford, Mass. 1915 Report. 61 pages. Superintendent Fred H. Nickerson.

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Vol. LXXXIII.—No. 26

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A. E. WINSHIP, Editor

DYNAMIC EVOLUTION

BY CASPER L. REDFIELD

Chicago

The first thing I wish to call to your attention is the distinction between the foot-pound and the cubic foot. The foot-pound is used to measure work, and when work is stored it is called energy. The cubic foot is used to measure material substances, or the space in which bodies are contained. What I have to say relates to things measured by the foot-pound, or corresponding unit, and not to things measured by the cubic foot.

If a man is sick he does not hire his doctor by the cubic foot. He hires him for the foot-pounds of intelligence he has. Not that we are in the habit of measuring intelligence by the foot-pound, but what I wish to direct your attention to is the fact that intelligence belongs in that class of things measured by the foot-pound and not in that class of things measured by the cubic foot.

The verb *to acquire* means to obtain by effort, by the performance of work, and work is measured in foot-pounds. If a man goes into a gymnasium he acquires strength by the exercise he takes, and the amount he acquires is measured by the foot-pounds of work he does. He will acquire more strength (muscular energy) by doing a million foot-pounds of work than by doing a thousand foot-pounds. Acquirements are also measured by time. A man who exercises regularly will acquire more dynamic development in a month than in a week, more in a year than in a month, and so on.

If an offspring is to inherit an acquirement made by the parent, the parent must make the acquirement first and get the offspring afterwards, not get the offspring first and make the acquirement afterwards. Among animals which work regularly, the greatest acquirement exists in later life, hence, if acquirements are inherited, the better progeny should come from the older parents. On the other hand, if the better offspring do come from the older parents, that fact would mean the inheritance of acquirements, and mean nothing else. The reason is that age of parents represents time, and time is a factor in the measurement of work performed, and not a factor in the measurement of anything else.

It is commonly said that Weismann knocked out the doctrine of inheritance of acquirements and Lamarck's theory at the same time. Weismann did nothing of the kind, either directly or indirectly. He attacked Lamarck on the inheritance of mutilations, but if he had known anything whatever of the subject about which he pretended to give information he would have known that the assumed inheritance of mutilations had

nothing to do with Lamarck's theory. He also would have known that Lamarck had distinctly stated that mutilations were not inherited.

We are told that Lamarck's theory is that the offspring inherit the effects of the action of the environment upon the parents. It is nothing of the kind. Lamarck took particular pains to caution his readers against putting such an interpretation upon anything he said.

Your textbooks tell you that Lamarck's theory is "a species forming theory." It is nothing of the kind. Lamarck says species are an artificial classification by man for convenience, but that they have no existence in nature and have nothing to do with his theory. Lamarck's theory is a theory of the evolution of structural types by the action of habits formed in the struggle for existence, the kind of struggle being determined by the environment. Thus, animals living in water will struggle in certain ways; animals living in trees will struggle in other ways; animals living in the ground will struggle in still other ways; and so on. (See Packard's Translations.)

I am telling you these things for the purpose of pointing out to you that the doctrine which denies the inheritance of acquirements is based on an amazing amount of misinformation. It is also based on a total lack of scientific investigation of the subject. Acquirements are obtained by work, and work is measured in foot-pounds or some units convertible into foot-pounds. No investigation of this subject can have scientific merit unless it makes some attempt to measure acquirements quantitatively and compare such measurements with subsequently produced offspring.

A parent cannot transmit what he does not have. If he can transmit no more than he inherited, how can there be an evolution of animal powers, either mental or physical? Perhaps you think that such an increase might come by mutation or advantageous variation. But stop a moment to think what that means. A child is born with something it did not inherit from its parents! That would mean that special creation had taken place somewhere in connection with the reproductive process.

But some persons say that there has been no evolution of mental power, and they point to the men of ancient Greece as being equal to anything which has since existed. I might dispute that claim, but there is a better answer. We are not descended from Aristotle, Plato, Socrates, et al. Our ancestors were savages two or three thousand years ago. The fact that there were great men in ancient Greece is not evidence that we are

no improvement over the savages from whom we are descended.

But it is even said that we are not inherently superior to those savages, and that the apparent superiority comes from education and accumulated information sometimes designated as social heredity. But how about another three thousand years, ten thousand years, a hundred thousand years, and so on back? If you deny all evolution of mental and physical powers, then you return immediately to the Garden of Eden story with each kind of animal originally created equal to anything which has since existed. If you attempt to dodge the Garden of Eden story, then you admit that a parent may transmit more than he inherited. That "more" must be something acquired, or it must be some special creation associated with reproduction. Something from nothing is just as wonderful at one place as another. The issue is not dodged by removing special creation from the Garden of Eden to the germ and dividing it into small fractions so as to spread it over many generations.

If you wind up a spring you store work in it. You can get out as much work as you put in, and that work may be used to drive a clock, pump water, compress air, or do any one of many other things. If used to pump water the energy (stored work) is taken out of the spring and stored in the water. It may then be taken out of the water and stored in some other place, and so on in endless succession. There are laws relating to energy, which laws govern it in all of its transformations. But the energy which went into that spring came out of your muscles, and you may be certain that those laws governed that energy while it was in your muscles and on its way to and from that place.

You may concede that fact, yet think that human intelligence stands on a different footing. A mathematical calculation performed by either the human intelligence or a calculating machine is the same thing, and things which are equal to the same thing are equal to each other. The energy employed to drive the calculating machine is measured in foot-pounds, and the difference between the energy going through the machine and that going through the brain is a difference in the efficiency of the apparatus and not a difference in the essence of the energy involved.

Energy is transformable into many forms, yet it is always the same energy, and is always measurable in foot-pounds, or some units which may be transformed into foot-pounds. Heat, light, electricity, physical strength and human intelligence, are different species of the genus energy. There are specific laws for each species, and generic laws for the genus. What I am driving at is to point out to you that the evolution of physical strength and human intelligence is and must be in accordance with certain generic laws which are definite and precise things in science.

The first of these laws is to the effect that you can't get something out of nothing. If, in the process of evolution from monad to man, we get successive generations of animals having greater and greater physical and mental power the energy

involved must necessarily have a source. That source can only be some existing form of energy. One trouble with the biological teaching of the present day is that it assumes conditions which involve a contradiction of this fundamental law known to science as the Conservation of Energy.

The second law relates to the behavior of energy and the only possible conditions under which it may be conveyed from its source to an available condition in man or mechanics. This law says that energy left to itself always dissipates and can be raised to an available condition only by the performance of work. This means that if there has been an evolution of mental and physical powers at any time in the past, that evolution was necessarily the product of work performed. Unless you are prepared to denounce as unsound the fundamental laws of another science, this is a conclusion you must accept. This second law is known to science as the Dissipation of Energy, and a large amount of the scientific progress during the past half century is based on a recognition of the soundness of this law.

The eugenists are telling us that the superior part of the population is producing an average of about a child and a half to the family, while the inferior part is producing some six or eight children to the family. That is a partial truth which may be a new discovery to the eugenists, but it is not a new phenomenon in the history of man. The same thing existed fifty and a hundred years ago—five hundred and a thousand years ago. It existed in ancient Greece, and there are indications that it existed in China at the time of Confucius.

The eugenists tell us that from the feeble-minded we get only feeble-minded, but if we are not all descended from feeble-minded ancestors, then evolution is false. Evolution tells us that we are descended from a common ancestor with the ape, and we cannot assume that common ancestor to have been mentally superior to those members of our community whom we now designate as feeble-minded. Go back only twenty generations (about 600 years), and each one of us has more than a million ancestors taken from the common stock. In a population of a million there are many feeble-minded persons. But, on the test of family size, we can find them much nearer. None of us can go back far in our pedigree without coming to large families. Under the Binet test, our eugenists would condemn their own ancestors as unfit to reproduce, and they would find those "unfit" ancestors much nearer than most of us suppose.

There is and always has been improvement in power capabilities from generation to generation. The most clearly defined and best recorded case is the American trotter which was developed from the three-minute trotter to the two-minute trotter in a hundred years. I have published full details of the process by which this improvement has been brought about, yet those who deny the inheritance of acquirements have deliberately shut their eyes to this definite and positive evidence, and have gone on repeating their unfounded statements.

But you need not take the evidence I have collected. You can see the same thing from the animals with which you deal. Acquirements are obtained by the performance of work. With that in mind it can be seen that the amount of work performed per generation before reproducing by the different kinds of animals is an accurate representation of their advancement in power capabilities. This is true for all kinds of

animals, but is most easily seen in the higher animals. Man is intellectually superior to other animals simply and solely because he is mentally active more hours a day for more years before reproducing than any other animal. Increase the amount of work per generation and the race will advance. Decrease it and the race will degenerate.—Address delivered at the University of Chicago.

LOOKING ABOUT

BY A. E. WINSHIP, EDITOR

SOUTHEASTERN KANSAS

There is an unusual economic, industrial, commercial and educational situation in Southeastern Kansas, Southwestern Missouri, Northeastern Oklahoma and Northwestern Arkansas. If there could be a new state formed with Pittsburg, Joplin, Tulsa and Eureka Springs included it would have a wealth of natural resources, industrial development, financial power, and civic prestige that would justify the catastrophe to the four older states.

Crude oil, refined oil, shale, zinc, granite, marble in almost limitless abundance, with railroad shops and business offices of many of the largest railroad corporations in the entire West would be the possession of such a state.

And in this most significant section is the only great industrial educational institution in Kansas, in Arkansas, in northern Oklahoma and western Missouri. The Kansas Manual Training and Normal School occupies a position of prestige, of opportunity, of responsibility enjoyed by few institutions west of St. Louis.

And in the last three years under the skilful leadership of President W. A. Brandenburg it has begun to enter upon its inheritance. He found a summer session of 750 and this year he has enrolled more than 1,500. He found an enrollment for the year of 1,416 and this year he has enrolled 2,538. This is a gain of fifty per cent. in the summer session and eighty per cent. in the year's enrollment in three years, and the growth of the Kansas Manual Training and Normal School has but begun.

For the summer session President Brandenburg has a large array of talent from Kansas, Missouri and Oklahoma and besides all this the following national leaders:—

Dr. Charles H. Judd, director, School of Education, University of Chicago; Dr. C. A. Prosser, president Dunwoody Industrial Institute, Minneapolis; Dr. C. F. Hodge, dean Department Biological Science, University of Oregon; Dr. A. E. Winship, editor Journal of Education, Boston; Miss Carrie Lyford, Department of Education, Washington, D. C.; Dr. L. S. Hawkins, State University of New York; Dr. Lydia Allen DeVilbiss, director, Child Hygiene, State of Kansas.

And the size is the smallest feature of the achievement under President Brandenburg. It absolutely and delightfully dominates southeast-

ern Kansas with the most unusual group of cities, each in a class by itself industrially and commercially—Pittsburg, Coffeerville, Fort Scott, Parsons, Independence, Chanute, Neodesha, Columbus, companion cities, each with a thrifty suburban life. Practically all the school men and women from high school graduates to superintendents, city and county, are enrolled for work in summer or winter in this institution, and President Brandenburg can rally these people at any time for any professional service. From the days before the Kansas Manual Training and Normal School was even in vista we knew some of these cities and we have known the institution since its early days, through its chaotic ways, and in its magnificent development. In May we were in the Kansas Manual Training and Normal School and in six of these cities for a day or more and from first to last we realized the power of this section of Kansas.

Everywhere there was the most tangible evidence of genuine prosperity, of a rare educational spirit of progress. New high school buildings almost everywhere, a junior high school established or to be established in every city.

We have known Fort Scott since the days when Guy Potter Benton, now a leader among university presidents, was its superintendent, and every man who has succeeded him has been a vital force in the state and not the least of these is Superintendent H. D. Ramsey, who has every phase of educational progress in evidence.

As usually happens, it has taken some time to adjust local city schools to the state institution in Pittsburg, but with John F. Bender as superintendent and Mr. Brandenburg as president all the wrinkles are being ironed out and the city is to provide up-to-date high school equipment of building and appliances to match those of similar southeastern Kansas cities.

Parsons is a hustling city where F. L. Binet has made a reputation, first in putting Parsons on the map, then in making the Southeastern Kansas Association so large as to provide a program unsurpassed by the state; the State Association has now made him its executive secretary. Everything new has been tried out successfully by Binet in Parsons.

Superintendent J. F. Hughes has given Chanute an educational standing wholly out of proportion to its size. Two new high school buildings—Junior and Senior—with school spirit worthy a

city of 100,000 population. An entertainment by the children, lasting for four hours, with children from six to sixteen taking part in every conceivable phase of physical exercises, in every charming feature of gowning, was an attraction unsurpassed by any school system anywhere. Chanute is a little place, but it pays Hughes \$2,400, and everything else educational is on the same scale.

Independence is probably the most widely known educationally of any city of its size in the Southwest, and to Superintendent C. S. Risdon the credit is due. Think of a man of his masterly ability staying for fifteen years in a city that even now has merely passed the 12,000 limit, and receiving a salary of \$3,400. Topeka and Kansas City alone pay more, and the salary is merely one of the evidences of the educational leadership of the city. It will not be easy anywhere to find more progressive or efficient work in any line of education, and one will go a long way before he can match the artistic industrial work, the skilful domestic science achievement and the masterful physical training. Indeed, we can recall no city of any size where any of these features are more brilliantly attained than in Independence.

Frank P. Study of Neodesha has brought to Southeastern Kansas a larger experience and broader education from the Atlantic cities than has any other of the group of men of this section. The biggest men of the city are in the forefront in educational leadership. When they can decide where to build their new school plant they will place Neodesha where it belongs in equipment as it already is in spirit and purpose.

One interesting feature of the eight days in Southeastern Kansas was the Commercial Club dinner, where we always met from 100 to 200 of the business men. Here one has an opportunity to bring fearlessly the latest method from the most aggressive school systems. Here one speaks to men of affairs and women of noble purpose. Here one can get down to business and be as frank as he chooses, as heroic as he will, and have a chance to answer pointed questions and deal with local needs.

It is a great opportunity to take an entire section in one campaign of this kind and visit hundreds of schools, see every progressive phase of school work, visit junior high schools everywhere, meet every Commercial Club, know all members of Boards of Education, visit every great industry, and travel hundreds of miles by automobile so that one sees every place of interest and everything of importance in an entire section of a state.

SUPERVISED STUDY

BY SUPERINTENDENT CHARLES C. HUGHES

Sacramento

Planning our lives and our institutions is a principle of conduct which makes social progress possible. We drift, or advance, according to the strength of our plan. Our moral lives are directed by the inspired thought of the ages; our institutions are the outgrowth of the vision of our statesmen. Were it not for the constructive ideals conceived in the imagination of our builders, we would still be living in huts. Government is a plan by which we live collectively. No institution can live long without a plan nor can it afford not to be constructive.

It is a weakness of our public school system to be satisfied with well enough. Educators cling to tradition because they fear to let go; critics living in the midst of astounding changes would have the school system remain static at a stage decades behind the times. It is not enough to "keep school." The school should be a dynamic factor in the progress of its community.

To know how to study is more important than to know how to recite, and this important part of the child's training should be accomplished under the direct supervision of the teacher in the school-room, and not left to the busy home. It is the business of the school, not of the home, and the school has no right to shift the responsibility. It is rare, indeed, to find a home with proper facilities for study. The child needs opportunity and place for concentration, the light must be right, there must be proper ventilation, there must be quiet if the lesson is to be well learned. From a physiological standpoint, assuming that the child would do his studying after the evening meal, he can hardly begin his work with any chance of success until at least an hour after he has eaten. This would delay his study until half past seven or eight o'clock, and in most of our homes, even later; the child should have time to digest his food, and the normal child should grow sleepy very early in the evening; he should be in bed by half past nine or ten o'clock. Thus it is seen how little time really exists for the preparation of the lessons for the next day, and the weakness proven of assuming that all children will come to school prepared for their work. It can be easily figured how great is the loss in the effort of the teacher to listen to recitations in lessons which have not been prepared. The brighter pupil will bluff his way through, the duller pupil will gain little from the time spent. Therefore in preparing a lesson schedule it is necessary to find time for study periods for each subject needing

The man of general information is a more happy entertaining, and useful member of society than he who is only skilled in one topic.—Edward Everett Hale in 1838.

preparation. In doing so the traditional amount of time devoted to each subject for the week should be reduced by the addition of study periods and subjects for general training, but the reduction will be more than made up by intensive preparation and study under the eye and direction of the teacher, rather than in the careless, haphazard way usually followed. The result is that the teachers will have a time schedule and a lesson schedule on which their weekly programs are based, and in accordance with which the course of study is prepared. These schedules will not

hamper the teacher in individuality or originality. She may place her subjects wherever she pleases, but she must maintain measures of worth and relative values. There is no interference with method. The teacher may carry her pupils over the subject field as she pleases. The teacher's way of doing a thing may be best for her, and as long as it is a success it is not interfered with. The object of the program will be to regulate the relative value of subjects and to hold the study work in the schoolroom under the supervision of the teacher, where it belongs.—Report.

VIEWS ON BOARDS OF EDUCATION—(II.)

[Continued from Journal of June 22.]

In the United States the free school system is administered directly and indirectly largely through Boards of Education, and there is little likelihood that schools will be otherwise administered in the near future.

We recently suggested the following questions in which members of city Boards of Education are more or less interested and with the questions we here present the replies:—

1. Do you think there is a tendency to leave the internal affairs of the schools more or less to the superintendent?

2. To give the superintendent more or less voice in the choice of teachers and in their removal?

3. To give the superintendent more or less voice in the selection of textbooks?

4. Is there more or less tendency toward dictation of the school policy by persons or parties in the community who are not primarily educational in their interests?

5. Are the tendencies suggested in questions 1 to 4 helpful or harmful in their influence?

6. What would be a good size for a Board of Education in a city of less than 100,000 population?

7. In a city from 100,000 to 500,000?

8. In a city above 500,000?

9. Is it better to have the Board of Education appointed or elected?

10. If appointed, by whom should it be appointed?

11. Should members of Boards of Education serve indefinitely unless recalled by popular vote?

12. If not, what is a good length of term?

13. Should a Board be of an even or an odd number of members?

14. Should there be any members ex-officio? If so, who?

15. Do you think a Board of Education should have the entire charge of the use of moneys for the schools?

16. Should the Board of Education determine how much shall be raised?

17. In what respects should the superintendent be entirely independent of the Board of Education?

18. In what respects should the superintendent have the initiative and the Board of Education the final word?

19. Should the superintendent be on tenure? If he is to be on tenure, how long should he serve on trial before he is on tenure?

20. If not on tenure, for how long a term should he be elected?

21. In what respects should principals and teachers not be allowed to go over the head of the superintendent to members of the Board of Education?

22. To what extent should principals have a voice in the choice and dismissal of teachers?

23. To what extent should principals be consulted in the selection or dismissal of the superintendent?

24. To what extent should teachers be consulted in

the choice or dismissal of the principal of their school?

25. To what extent should teachers be consulted in the choice or dismissal of the superintendent?

26. To what extent should teachers and principals be consulted in the selection of textbooks?

Editor.

CHARLES W. KLINE,

Superintendent, Waterloo, Iowa.

1. There is a tendency to leave the internal affairs of the school more to the judgment of the superintendent.

2. There is a tendency to give the superintendent more power in the selection and removal of teachers.

3. Yes.

4. In this section of the country there is no tendency for persons or parties to dictate or try to dictate the policy of the schools except by persons who are directly interested in educational matters.

6. The size of a school board for cities of less than 100,000 should not exceed seven members.

9. The Board of Education should be elected by the electors of the city.

11. Board members should be elected to serve a definite period of time, either three or five years.

13. Odd number.

14. In my judgment there should be no board members ex-officio.

15. The Board of Education should have entire charge of the use of all moneys levied and expended for school purposes. I can conceive of no reason why the Board of Education is not qualified to levy taxes for school purposes and be given power to spend same as their judgment may dictate. The board members should be representative citizens of the community elected by the people. Affairs of the schools should not be handicapped by any other organization in the city. If they are good business men, as they should be, the fees of the school will be properly levied and expended.

16. The Board of Education certainly should determine how much money should be raised for the schools.

17. The superintendent is an employee of the Board of Education and as such has only such powers as the board is willing to delegate to him. It seems to me that any Board of Education is willing and anxious to turn over to the superintendent all matters that they feel he is able to handle. Such matters as the employment of teachers, the selection of textbooks, arranging courses of study should be left almost entirely in the hands of the superintendent and the teaching corps, but I think the board should reserve the right to pass finally upon all of these matters.

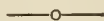
19. I think it makes little difference whether a superintendent is on tenure or not. Whenever the time comes that it would be wise to make a change, such change should be made. For this reason I am inclined to think it would be better if a superintendent be elected for a term of years, say three or five.

21. There may be cases where teachers and principals should be allowed to go over the head of the superintendent and appeal directly to the Board of Education. However, I am inclined to think this attitude should not be encouraged. The most successful school systems are the ones where the boards deal with the employees through the superintendent. Whenever a superintendent is not able to get along harmoniously with the great majority of the employees under him, it is time for the board to make an investigation.

22. Principals should be consulted in the choice and dismissal of teachers. It often happens that a teacher cannot work well in one building where she would succeed very well in another.

24. I am inclined to think it would be an unwise procedure to consult teachers in the choice or dismissal of principals.

26. Teachers and principals should be consulted in the selection of textbooks, teachers especially. Their judgment is worth a great deal in the selection of textbooks.



J. O. ENGLEMAN,

Superintendent, Decatur, Illinois.

1-2-3. There is, I think, a very decided tendency to leave the internal affairs of the schools to the superintendent in a larger degree than was formerly the case. In like manner, I think, superintendents generally are having more voice in the choice of teachers and in their removal. This is equally true in the matter of selection of textbooks.

4. While partisan politics and policies still prevail in some communities, school policies are being dictated less and less by people whose interests are not primarily educational.

5. Helpful.

6. Five.

7. Five to nine.

8. Nine to thirteen.

13. Odd number.

15-16. Yes.

18. Hiring, promotion and dismissal of teachers. Making course of study. Selection of textbooks. In these matters, however, the Board of Education's final word should usually be a word of approval of the superintendent's acts. If there is very much question about their deserving such approval he would certainly be wise to discuss matters with his Board in such way that his recommendations would merit the Board's approbation. If most of his deliberate recommendations are not entitled to such approval it is time for the Board to secure a new superintendent.

19. Yes, for one year and then he ought to be elected for a period of three years or more.

20. If the proper relations are sustained by the principals and teachers on the one hand and the superintendent on the other, the superintendent will in all cases be the proper medium of communication between the teachers and principals and the Board of Education.

22. Superintendents should usually be guided in part by the advice of principals in the matter of promotion and dismissal of teachers. Except in the very large schools where principals are wholly or largely supervising principals they can hardly have much voice in the choice of teachers.

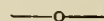
23. A Board of Education honestly seeking to verify

its own impressions that the superintendent is incompetent, might well seek and rely to a large extent upon the verdict of the principals; to a less extent their help would be invoked in seeking a superintendent.

24. While the superintendent's judgment ought to prevail in the matter of choice and dismissal of a school principal, he might well utilize whatever suggestions and advice teachers could give him concerning the matter, using the same as factors in his final judgment and recommendation. I think this is especially true when he is considering the dismissal of a principal. He ought to have some first-hand judgments of his own but certainly teachers ought to be able under normal circumstances to confirm his judgment of this sort or to go a long way towards convincing him that his judgment is erroneous.

25. The teachers themselves are hardly in a position to aid the Board in any very large way in the selection of a superintendent, but their judgment ought to be a valuable one if his dismissal is contemplated by the Board. A superintendent who is scholarly, sanely progressive, sympathetic and helpful in his contact with teachers, judicious and business-like in his administration, can hardly fail to leave an impression of the right sort with his teachers. On the other hand if he is lacking in these very qualities or if he is displaying qualities of an opposite sort, the teachers cannot fail to notice this fact. Their judgment, therefore, ought to be sought before dismissing a superintendent against whom charges are preferred.

26. Excellent results come from the practice of referring the question of selection and adoption of textbooks to committees of teachers and principals. Such committees make a careful study of different textbooks, try to determine their relative merits and make recommendations to the superintendent accordingly. Unless there is some very unusual and palpable evidence of prejudice or poor judgment on the part of the committee the superintendent can well afford to be guided almost wholly by the committee's recommendation in such matters.



HENRY M. MAXSON,

Superintendent, Plainfield, N. J.

AS TO THE BOARD OF EDUCATION

To my mind, the ideal Board, whatever the size of the city, consists of five members, each elected from the city at large, for a term of five years, one member's term expiring each year. This gives a continuous, slowly changing board, small enough so that the superintendent can know each member thoroughly and so secure an understanding of his plans.

Election from the city at large will secure the best men, and election rather than appointment makes the Board responsible to the public rather than to a political officer.

This Board should leave professional matters and educational details to the superintendent, confining itself to the matters of general legislation, finances, etc., using the superintendent as the professional expert, like the board of directors in a business corporation.

AS TO THE SUPERINTENDENT

I view the superintendent's position much as that of the superintendent in a large mercantile establishment. He should select his teachers, determine his course of study and choose his textbooks, just as the business superintendent does these things in the commercial world, but subject to the approval (not the dictation) of the Board of Education.

His term of office should at first be three or four years, in order to give him time to show his policy and his capacity definitely, before it comes up before judgment by vote of the Board as to his re-appointment. After that he should hold office during good behavior, under which conditions it would be possible for the Board to dismiss him by majority vote, if dissatisfied

with his work or his policy. In some particular cities, definite terms of three or five years would be greater protection to the superintendent, but for the profession at large it is better to have the indefinite term, under which the question of the superintendent's retention never comes up unless a strong element of the Board becomes dissatisfied.

JNO. A. GIBSON,

Superintendent, Butler, Pa.

- 1, 2, 3. Yes.
4. No.
5. Helpful.
6. About seven or nine.
9. Elected.
11. No.
12. Six years.
13. Odd.
14. No.
- 15, 16. Yes.
17. Certification of teachers.
18. Course of study, school management, textbooks, selection of teachers.
19. No.
20. Three to five years.
21. All questions of school administration.
22. In co-operation with superintendent.
23. Always to be consulted.
24. Doubtful policy.
26. All, as much as possible, for suggestions.

PHILIP W. L. COX,

Superintendent, Solvay, N. Y.

In answer to your first four questions, I think there is without doubt a tendency in most cities and towns to recognize that the internal affairs of the school, the choice and removal of teachers and the selection of textbooks require technical knowledge and professional judgment. The immediate reaction of such recognition is a tendency to leave these matters in the hands of the superintendents. The amount to which the superintendent affects the general school policy depends on his personality and on whether he has a progressive program to offer. The broad school policy is one for the community to decide, and it must be admitted that often a live Mothers' Club or the executive officers of a large manufacturing plant are much better equipped to formulate the broad school policy than some superintendents. I do not think that if a superintendent has a sane program of progress to offer and little tact and much patience, that he will have much trouble getting that part of the community which counts to back it.

15, 16. The Board of Education should without doubt have entire charge of moneys for the school, but they should render an intelligible report on what they have done with these moneys. And they should determine how much should be raised for all routine expenses and all money for new equipment, new buildings and grounds, and new school activities should be referred to the people, or to a board of estimate outside of the educational department.

17, 18. Superintendents should in no respect be entirely independent of the Board of Education. The board should delegate to him authority and initiative in regard to matters not pertaining to the expenditures of large sums of money or to the general school policy. A superintendent should be the expert adviser of the board in these two fields.

19, 20. The tenure of the superintendent should be reasonably secure, but should not be fixed. An inefficient superintendent has not more business to block the community's desire for progress than has

an inefficient doctor a right to insist that a patient should not dismiss him.

21. Any theoretical answer concerning the principals' or teachers' influence in the choice or dismissal of the superintendent is useless, because no Board of Education would dare to dismiss a superintendent or principal whose teachers are enthusiastic or loyal, nor to retain long a superintendent or principal whose teachers were hostile. What we need among teachers and principals is a great desire to do what is good for the school and the children, and not a childish fear that they may be asked to do a little bit more work, or attend summer school or read a professional book or magazine once in a while.

A TOMAHAWK

BY JESSIE FIELD

A late spring rain was falling that day on the orange groves in the valley. All morning the skies had been gray, but as we took the train at the up-to-date little city around which the orange groves clustered, the clouds were beginning to break. Here and there shone out the deep blue of the California sky with its promise of many days of unbroken sunshine.

The train we took climbed up the foothills of the Sierra Nevada Mountains, up through scattered orange ranches, with here and there a packing house; up, yet further, until there were no more fruit trees, but where a mountain brook tumbled down between budding oaks, reflecting here and there in its white foam the bright red blossoms of a strangely beautiful mountain tree. And still the train climbed up until it came through meadows of lupine blossoms that were growing higher than a person's head and it drew near to the little town which was the end of its run.

Up in the foothills it was still raining. We were the only passengers except one rough looking man and a slip of a girl. The girl was bare-headed and carried a little bundle done up in newspaper. When she saw we were going as far as the town at the end of the railroad, she came over to talk to us. She had been down to spend a few days with her married sister in the up-to-date little city in the valley. Now she was coming home. We asked her about the girls in the town at the end of the line up in the mountains. She knew about them and named them over for us, describing them to us one by one.

She was such a bright-eyed girl and all the trees and flowers were known to her and the tumbling mountain brook was, evidently, her comrade.

Up there in the foothills, two miles from the town at the end of the road, she lived on a ranch, keeping house for her father. Her mother was dead and all her brothers and sisters were married and away. As we talked the clouds were lifting on the mountainside, but the girl looked off across the valley, where the sun was touching things with gold, and a wistful look came in her eyes and a new eagerness in her voice as she said:—

"Pa wants to sell our ranch. He's just crazy to sell our ranch. We don't want to stay up here all our lives and be tomahawks."

The sun came out more golden on the mountainside than in the valley below; the lupines shed their lavender sweetness around us; the mountain brook sang over the rocks that were in its way—and the girl—I wonder if we helped her to see or if she still waits for someone to share with her further the secret that a girl's life may be golden and sweet and brave even on a ranch that is two miles out from a town that is at the end of the railroad.

PLAYGROUND DISCIPLINE

BY DR. HENRY S. CURTIS

There are playgrounds which are probably the worst places for children that there are in the cities, and any ground that is undisciplined and gets under the control of the corner loafers and hoodlums is sure to be such a place.

Conditions of discipline are difficult because at certain times of the day the numbers are usually large, and many of the children are probably unknown to the teacher. As they come and go as they please, they feel irresponsible, and there seems to be no punishment that can be inflicted.

In some places sets of rules are posted but these should be few and simple. We have reached the stage of preventive medicine, and we must employ the method of preventive discipline also. If the children are kept busy and they feel in harmony with what is being done and the teacher in charge, they are not likely to get into any serious disorder. Most of the adults in any community are not restrained by the laws or are scarcely aware of their existence. The only laws to which they are amenable are the laws of public opinion, and the same is true in the playground. The reason that discipline has often been difficult in school is that the child has often been encouraged by others to make trouble. The children themselves will oftentimes discipline an insubordinate child on the playground either directly or through the feeling of social disapproval which he has when he does wrong. In many playgrounds a system of child government similar to the school city has been organized, and all of the punishments and general management are in the hands of the children themselves.

There are two things that are, however, fundamental to really successful discipline, and one is the ability to make up your mind quickly and to act upon it at once. The good disciplinarian always has in his demeanor, tone of voice, attitude,

and general bearing the suggestion of obedience. If the teacher can get the conviction that he is going to be obeyed down into his subconsciousness so that it will become a real part of his personality, he will have very few serious problems of disobedience.

The forms of misconduct on the playground are of course those forms which have to be trained out of children everywhere. They are: Disobedience, profanity, obscenity, smoking, misconduct between boys and girls, stealing, bullying younger children, and the like.

The director is not really so helpless in the presence of disorder as he may seem, as he may exclude the insubordinate child from the ground, or from some game in which he wishes to take part, may notify his parents, or, if it is a serious case, the police or the juvenile court.

LINCOLN'S LAST LETTER

[Lincoln to Schuyler Colfax on April 14, 1865, the day of the assassination. Mr. Colfax was about starting to the West.]

Mr. Colfax, I want you to take a message for me to the miners whom you visit. I have very large ideas of the mineral wealth of our nation. I believe it practically inexhaustible. It abounds all over the western country, from the Rocky Mountains to the Pacific, and its development has scarcely commenced. During the war, when we were adding a couple of millions of dollars every day to our national debt, I did not care about encouraging the increase in the volume of our precious metals. We had the country to save first. But now that the rebellion is overthrown, and we know pretty nearly the amount of our national debt, the more gold and silver we mine makes the payment of that debt so much easier. Now I am going to encourage that in every possible way.

We shall have hundreds of thousands of disbanded soldiers, and many have feared that their return home in such great numbers might paralyze industry by furnishing suddenly a greater supply of labor than there will be a demand for. I am going to try to attract them to the hidden wealth of our mountain ranges, where there is room enough for all. . . . Tell the miners for me that I shall promote their interests to the utmost of my ability, because their prosperity is the prosperity of the nation; and we shall prove, in a very few years, that we are indeed the treasury of the world.

There is a movement in the country in direct vocational guidance in public school systems which has the endorsement of some public school superintendents. We believe that this movement possesses elements of danger, for the very simple and significant reason that not enough is known to warrant any man in saying to a child, "This is your job, or this is not your job." We are convinced that the few experimental psychologists who propose the use of their science in direct vocational guidance should frankly confess that the limitations of their science should warn us against its use at present for such purposes.—Dean Herman Schneider, University of Cincinnati.

LANDSCAPE DEMONSTRATIONS BEING INTRODUCED IN RURAL DISTRICTS OF INDIANA—TEN COUNTIES INCLUDED

BY ELIZABETH TREFFLICH DEMAREE
Franklin, Indiana

A new departure in extension work is being carried on in ten counties in Indiana, and the plan if successful will be greatly enlarged this coming fall. It is that of beautifying the grounds of a rural church yard, school and farm home, according to the ideas of modern landscape art,



FARM OF WATSON VAN NUYS, Which Is to be Beautified by Purdue to Serve as Model in Community

the places so beautified to serve as models for the surrounding communities.

The project is the result of a plan proposed by the school teachers of Johnson County at their institute last fall, and through the efforts of Glenn Ellis, agricultural agent of Johnson County, Purdue University was interested and offered to co-operate with the agent and teachers in their plans. The services of the landscape artist were to be given free, with the understanding that the school children and patrons give personal attention to the work, and pay for the flowers and shrubbery. A model school ground will be laid out, and this will serve as a model to all rural schools. Demonstrations will be held by the ex-

tension department of the university, and already a number of the rural schools, under the supervision of the county agent, have commenced work on their school grounds.

The Christian church at Nineveh, near Franklin, was selected as the church yard to be developed in Johnson County, and the farm of Watson VanNuys as the farmstead best suited for carrying out the artist's plans. The Nineveh church yard comprises a quarter of an acre, and this will be adorned with twenty-five different varieties of shrubbery, trees and flowers, shrubbery which is hardy to the locality being used. Nothing expensive nor elaborate will be introduced in order that all churches may be able to carry out the same plans. Since the services of the landscape artist were given free, the members of the Ladies' Industrial Society assumed the cost of the shrubbery, which did not exceed twenty-five dollars. The church members assisted in the demonstration, and will care for it.

The farm home of Watson VanNuys was selected because of its location, and while now one of the prettiest homes in Johnson County, will be made more attractive under the hand of the landscape artist. Very few trees will be added, but the general aspect of the grounds will be changed by the arrangement of driveways and shrubbery. The shrubbery will be arranged so as to leave an open centre, and the front driveway sodded over, and one cut at the side entrance.

As yet no demonstration has been held by Purdue University at a rural school, but under the direction of the county agent the schools of Nineveh and Greenwood are being developed.

Arrangements have already been made by several Johnson County farmers to have their home grounds developed according to the VanNuys model.



NINEVEH CHRISTIAN CHURCH, Selected as Rural Church in County to be Beautified by Purdue and Serve as Model

SCHOOL MUSIC FOR AMERICANIZATION

BY JANE A. STEWART, PHILADELPHIA

The great Americanizing influence of music and how to corral it for public service and the public schools were clearly outlined and impressed at the interesting conference of the National Association of Music School Societies held in Philadelphia June 5 and 6, 1916.

The music school in the settlement, its duties and opportunities and especially its methods, and the need for public school music education were emphasized by musical experts, teachers and directors of music education, both in public schools and in social settlements. Music as the instrument of democracy—the art of the masses—was graphically pictured.

We are working out in this country a tremendous democratic kind of music drama, in which the whole community will have a part. Drama comprises all arts; and more than ever does drama call for music. The individual's spirit will be liberated by participation and development will be greater among the people who take part than among those who have merely the commercialized, conventional form of artistic enjoyment.

Great impulse was given at the meeting to the object of the association, which is "to standardize the musical instruction of native and foreign-born children of the wage-earning classes and to use the influence of music for the development of a means for self-expression and good citizenship."

Among the comprehensive and instructive addresses and papers, the paper by Miss Elizabeth Fyffe, West Newton, Massachusetts, commanded marked attention. Miss Fyffe told how the public school buildings in West Newton have well served as centres for music schools in lieu of special buildings; and how by unifying existing material in the lower grades, this may be organized and made effective in upper grades. She urged that the music training of the child begin in the elementary grade and go hand in hand with the study of the instrument; and that a standard of public school music be established in order that the desired co-ordination might be attained with private teaching flexible enough to meet the needs. Miss Fyffe was appointed to prepare outlines of such a standard.

That it is unnecessary to have much paraphernalia in music teaching and that little children should not be required to do technical work were among the views expressed by Mrs. Harriet Seymour of New York Music School settlement. "The technique should be mostly mental and the teacher should wait till musical consciousness is roused," she said, deprecating rigidity of methods. "The modern music school teacher ought to be able to harmonize, improvise and sing with the children; the requirements are appalling perhaps; she needs to be an angel of light!" "The main trouble with the old training," Mrs. Seymour declared, "is that pupils play without hearing their own playing. There is often confusion in the minds of children."

The value of chorus singing was emphasized by Miss Franc Delzell of Brooklyn Music School and Mrs. A. Lincoln Filene of the Boston Music School Settlement, showing that the music school settlement stands for right social relations; the development of character and of loyalty to the family and nation.

That improvement of social conditions will follow greater co-operation among music teachers was the cheerful prophecy of Johan Grolle, director of Philadelphia Music School, vice-president of the national organization. Mrs. Howard Mansfield, New York City, is president for 1916-17.

THE EDUCATIONAL PHILOSOPHY OF BOYS' AND GIRLS' CLUB WORK

BY O. H. BENSON

United States Department of Agriculture

Club work recognizes the importance of offering manly and womanly jobs to boys and girls and of making them demonstrators of achievement and good practice, worthy of the best efforts of men and women in the community. Patronizing and assigning "kid jobs" to boys and girls never trains—much less appeals to the aspiring spirits of youth.

Our boys' and girls' club leaders work *with* the boys and girls, not *for* them or *over* them. Through the club group work the boys and girls are given definite instruction and direction, instead of supervision and policing. Very few boys and girls need policing if they have the opportunities and direction they deserve.

In club work we consider it just as important to set standards of achievement in connection with the activities of the farm, the home and the shop, as it is to give grades or set standards of achievement in studies at school or in the interests directly related to business and professional life.

Through the club group members are given training for local leadership and are developed as co-operative units of a community. This type of education offers real motive for achievement, both by individual effort and by team work.

Club work is staged by means of contests, related plays, ownership, head-and-heart interest in work for the purpose of pulling the "stingers" out of toil and transforming drudgery into play or interesting work.

Club work teaches and directs boys and girls in home projects, and thereby trains in matters of thrift, cultivates economy, and through the net profits on investment proper values are understood by the members.

The proper use and saving of a dollar must be preceded by the earning of the dollar. Boys and girls in this type of education are taught to earn, not to beg, and that asking something for nothing is ignoble.

It educates young people to invest heart-and-head interest, and to appreciate more fully the opportunities of the farm and the home.

Agriculture and home-making to club members become fundamental reasons for the necessity of a broader education. It contemplates the sys-

tematic and daily training of head, heart, hands and health of its membership.

Club work teaches that production must always precede consumption, and that by-products may become net profits to those who conserve them properly.

Club projects teach business methods and management of farm and home enterprises and that every enterprise must contribute to the sum total of the efficiency of the unit—the home, the farm or the community.

WOMEN AUTHORS

Florence Holbrook, principal of Forestville School, Chicago, is one of the best authors of school books among the active teachers of the day. Miss Holbrook has the passion for teaching and for writing for teachers without which success is impossible. From the principalship of a high school she accepted the principalship of the Forestville School in order that she might make the best in literature the life of the school for children. As a result of her success with literature in the lower grades, came her earliest books, "Round the Year in Myth and Song" (American Book Company) and "The Hiawatha Primer" (Houghton Mifflin Company). Miss Holbrook edited a Third Reader (University Publishing Company, New York), a Fourth Reader (Ainsworth), a Speller in connection with Professor M. V. O'Shea (Bobbs, Merrill Company), "The Elementary Geography" (Rand, McNally & Company), "The Dramatization of Hiawatha" (Houghton Mifflin Company), "The Hiawatha Alphabet" (Rand, McNally & Company), "The Book of Nature Myths," "Northland Heroes" (Houghton Mifflin Company), "The Dramatic Reader for Lower Grades" (American Book Company), "Lake Dwellers" (D. C. Heath & Company), "Studies in Poetry for Children," three volumes (Charles E. Merrill & Company), "The Holbrook Reader" (F. F. Ainsworth & Company). With all her teaching and writing Miss Holbrook does much lecturing and is one of the chief promoters of International Peace, having been a member of the Woman's International Peace Party of 1914-1915, and of the Henry Ford Peace Party of 1915-1916. Address, Forestville School, Chicago.

Lillian I. Lincoln, principal of the Training School of the Farmington, Maine, State Normal School, has written a most sensible, interesting and valuable teacher's book on "Everyday Pedagogy," which is the outcome of exceedingly instructive and attractive lectures which have done much for professional progress in Maine.

Ida Coe, author and editor of "First Days in School," "Story Hour Readers," "Manual on Reading" (American Book Company), is one of the New York teachers who is making a success of projecting her classroom and supervisory success into books for the benefit of pupils and other teachers. She is a native of New York, a graduate of the University of the City of New York, a student in the Harvard Summer School, and has had many advantages of travel. Miss Coe is supervisor of the reading in Public School

184, New York City, a school with 3,500 pupils. Address, 917 Newkirk Avenue, Brooklyn, N. Y.

Martha Grossham Purcell (Mrs. Clyde Edison Purcell) of Paducah, Kentucky, is one of the most ardent promoters of all good work for woman, home and health in the South. She has been a member of the Paducah Board of Education; was the pioneer promoter of the movement which secured city, county and state health officers in Kentucky; was the leader in the movement that abolished the common drinking cup in Kentucky; founder of the Woman's Hospital League, of which she has been president from its organization; member of the Board of Examiners for Teachers for twelve years; chairman of Home Economics Woman's Club; chairman of Congressional District Legislative Committee of State Federation of Women's Clubs. Her writings have been along these lines of educational interest. Address, Paducah, Kentucky.

Lucile Gulliver has succeeded in making a rare place for herself in authorship. She is the daughter of one of Boston's most eminent women teachers, and the granddaughter of one of Mt. Holyoke's most gifted presidents. She has chosen literature instead of education as her field of effort. She is a graduate of Boston University, (A. B. 1906, A. M. 1910), and enjoyed the privilege of a Fellowship of the Woman's Education Association of Boston (1913-1914) for study of sociological phases of life of different people in Europe. She has always found a ready market for periodical articles, and among her books are: "Over the Nonsense Road" (Appleton); "The Friendship of Nations" (Ginn); "Daniel Boone" and "True Stories of Americans" series, (Macmillan). Address, Trinity Court, Boston.

Julia H. Wohlfarth, joint author of the "New World Spellers," has been a student at Cornell University, at Clark University, and the University of Jena. She had an interesting experience as critic teacher in the Willimantic, Connecticut, State Normal School, and as principal of the Horace Mann Elementary School, Teachers College, Columbia University, which is a rare honor. She is now on the editorial staff of the World Book Company. Address, Yonker-on-Hudson, New York.

Ida M. Brantigan, assistant principal of Public School No 184, New York City, was educated in Hunter College and Teachers College, Columbia University. She is the author of the three books of the "Progressive Composition Series."

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VALPARAISO UNIVERSITY

Valparaiso University of Valparaiso, Indiana, under the masterful leadership of Dr. Henry B. Brown and O. P. Kinsey has been and now is the largest and most useful private educational institution in the country, with an equipment in grounds and buildings of large value and adaptability for university purposes, with an enrollment of about 5,000 every year.

Arrangements have now been made to greatly enlarge its opportunities and equipment by incorporation under a board of trustees as follows:—

Oliver P. Kinsey, Valparaiso, Ind.; Thomas W. Phillips, Butler, Pa.; Leon L. Loehr, Chicago, Ill.; Henry Kinsey Brown, Valparaiso, Ind.; H. O. Shuey, Seattle, Wash.; Charles H. Chapman, Fullerton, Cal.; Edgar M. Barber, New York City; John M. Stinson, Hammond, Ind.; Ed. Jackson, Newcastle, Ind.; Edgar D. Crumpacker, Valparaiso, Ind.; William E. Pinney, Valparaiso.

Henry Baker Brown is to be President Emeritus. The courses of the university will include academic instruction, the sciences, arts, pedagogy, the professions, Bible study, and such other courses as may be deemed expedient and advisable. The institution will be free from religious sectarianism, and will admit students of all shades of religious faith and opinion who are otherwise worthy.

The university will pursue a policy which shall be broadly democratic in spirit and economical in expenses to students, in order that the benefits of higher education may be brought within the reach of those who may have neither the time nor means to take a course in other established universities. It will conform, as far as may be, to the policies in this regard that have been pursued by the existing Valparaiso University. It will maintain regular courses of university instruction, and

confer degrees upon worthy students in all departments of learning.

The Articles of Incorporation provide that it shall soon provide an equipment and endowment not less than \$1,000,000 nor more than \$3,000,000.

The University will now enter upon a new and broader career without sacrificing any of its past advantages.

A NEW GEOGRAPHY

No other school book signifies so much educationally as does a new geography. In seventy years there have been few eminently successful and educationally influential school geographies. The first great modern geography issued about seventy years ago was Mitchell's great atlas near two feet square and accompanied by a textbook about the size of a Fifth Reader.

The whole purpose of this combination was to provide an elaborate scheme for drilling the pupils in getting information as to the location of the greatest conceivable number of places, important and otherwise, and facts of every imaginable kind, useful and useless. Questions and answers were magnified to the end of the limit.

The first ray of scientific geographical light came with Commodore Maury sixty years ago. He was a remarkable figure in American naval, commercial and educational life. To him we owe our first knowledge of the Gulf Stream and other great features of the geography of the sea. His contribution has never had to be undone or done over again. He set the pace for physical geographies.

Then came a bid for the devotees to the question and answer method and the establishment of the size and shape which has prevailed for fifty years. The Warren Geography was the leader in this movement and its sale was enormous. The war was soon waged against the traditional question and answer scheme and Guyot launched an idealistic geography, pedagogically and scientifically. It eliminated most of the question and answer material, minimized locations, magnified physical maps. Rarely has there been as complete a capture of the school book market as by that geography. The new educationists, notably the normal school people, literally went wild over it, but the rank and file in the schoolroom rebelled. They wanted the definiteness of the question and answer, and facts that children could be held responsible for knowing, and Guyot was doomed as a popular favorite.

The "revised and improved" Warren's Geography was long the beneficiary, but the Harper's book was soon in the race,—the first book to magnify the beauty feature of the geography. It abounded in beautiful illustrations, the type was large and the page was open and captivating. There was less of everything than before and it had a little of everything that anybody wanted, and its success was great.

It was a long time before a really new and greatly successful idea came into the geographical field. There were several incidental books

like the "Mrs. Hall's Geography" that was the forerunner of the Home Geography idea, and "The Werner," which went far back in the matter of "Questions and Answers."

At last almost simultaneously came Frye and Redway, the modern scientists, Alexis E. Frye with Professor William M. Davis of Harvard, magnifying the physical science; and Jacques W. Redway challenging them at every step. The race of these two series of books for twenty years has never been equaled. Tens of millions of each series were sold before any real competitor entered the field.

About ten years ago two other series with other ideas were heard from. The Dodge books and the Tarr and McMurry books have played a not unimportant part in the educational world. While they have neither of them captured the entire field, as did the Guyot in its day, or the Frye and Redway in their day, they have made great conquests and have been notable successes. But so great has been the growth of the school book business that to the onlooker the Frye and the Redway books have by no means been seriously affected.

Now there appears in the arena the Brigham and McFarlane "Essentials of Geography," which for beauty, for skilful elimination of non-essentials, for replacing of emphasis, for modification of the physical science and for the introduction of up-to-the-minute commercial and industrial relations of the United States to the rest of the world, especially to the rest of America, promises to interest all school men as has no other school book in ten years.

DEANS OF WOMEN

No feature of college, university, and normal schools is more significant than the new officer in most educational institutions, the dean of women. She alone can hold the impulsive girl, the unbalanced young woman, the susceptible one to a safe and sane, safety-first life.

No phase of the great meeting of the National Education Association at New York will have a nobler mission or a more vital message than the Conference of Deans of Women at Teachers College, New York City, on Thursday, July 6, with Kathryn Sisson McLean, dean of women at the State Normal School at Chadron, Nebraska, presiding.

The topics are suggestive of the message these women have for the educational world: "Some Essentials in Deaning," "Inspiration in Education," "Conservation of Young Womanhood," "Chaperonage," "What a President May Rightfully Expect from a Dean of Women," "Means of Establishing Standards for Social Conduct," "Life in the Hall," "The Inculcation of the Amenities of Life." These special themes will be discussed by the Deans of Mt. Union College, Barnard College, State Normal School, Kearney, Nebraska; State Normal School, Geneseo, N. Y.; State Normal School, Terre Haute, Indiana; State Normal School, Moorhead, Minnesota, and President George H. McFarland, president of Normal School at Valley City, North Dakota.

DR. SHAWAN RETIRES

John A. Shawan retires from the superintendency of Columbus, Ohio. With no chafing over anything that has happened, with no fear of what might happen, he declined a re-election, having announced his purpose two years in advance.

Columbus was the second city in the United States to establish the office of superintendent (1847). Mr. Shawan's twenty-seven years as superintendent of the city comes near being the record of men still in service in any city.

Few superintendents have closed a long career of their own choice, with the ardent devotion of the entire corps of teachers, with the pronounced esteem of all classes of citizens, as has Mr. Shawan.

At the age of sixty-six, in the full vigor of manhood, he and Mrs. Shawan, a woman of exceptional culture, retire to their beautiful country home with abundant means to live in comfort and enjoy such phases of study and travel as may appeal to them. They are also blessed with three sons, eminently successful, two in business, and one in the medical profession.

Mr. Shawan's activity for many years in the National Education Association and Council represents readiness to serve on his part and appreciation of his ability on the part of his associates.

Mr. Shawan has never shouted "whoa" to any proposition for progress and has never hesitated to try out anything that promised helpfulness, and such has been the public confidence in his leadership that the city has equipped itself with modern buildings and the latest appliances for efficiency. Both the city and the man are entitled to commendation and congratulation upon the length of service, the harmonious years, and the graceful termination thereof.

BREAKFASTS AT THE N. E. A.

One distinguishing feature of the New York meeting will be two series of breakfasts at Prince George Hotel, within a block of the Madison Square Garden Building, at 8 a. m., tickets, 75 cents. The dates are July 3, 5, 6, 7.

One set of breakfasts will be arranged by Acting Superintendent Straubenmüller, Principals Leon W. Goldrich, William E. Grady and Angelo Patri, and T. W. Metcalfe, school editor of the New York Globe, and the other by Miss Jessie B. Colburn, president of the Association of Women Principals, and chairman of the breakfast committee; Misses Brady, Jones, Rochester and Stein, Dr. Gustave Straubenmüller, acting city superintendent of schools, and Dr. A. E. Winship of the Journal of Education, Boston.

The plan does not include formal speech-making, but questions and answers and informal discussions.

At the first breakfast of the men principals, July 3, Mr. Winship of the Journal of Education will be the leader. In the language of the invitation: "They will begin their question and answer conference by firing one question after another at you to learn what highest spots you have seen this last year from the Atlantic to the Pacific. While their interest relates especially to matters

of administration and school policy, they all understand that you will be quite as much at home in classroom tactics and details of school construction, etc. In fact, I think that they would rather find something you couldn't answer than throw torpedoes or other fireworks such as preparedness advocates want displayed this year."

For Thursday, July 6, they have arranged a breakfast to take up the Gary and other prevoational experiments.

The subject of discussion for the first breakfast of the women principals, Monday, July 3, will be "The Delinquent Girl," and the chairman will be Miss Mary L. Brady, principal of Public School 177, Manhattan. The subject for the second breakfast, Wednesday, July 5, will be "Standardization and Measurement as Applied to the Curriculum," and the chairman will be Miss Helen Stein, principal of Public School 159, Manhattan.

For the third breakfast, July 6, the subject will be "Administrative Problems," chairman, Miss Olive M. Jones, principal of Public School 120, Manhattan. For the fourth breakfast, July 7, the subject will be "The Wider Outlook for Woman in Education," chairman, Miss Loretto M. Rochester, principal of Public School 108, Manhattan.

Everybody invited to each breakfast.

MILLS OF OGDEN

John M. Mills, long superintendent of Ogden, is one of the most modern school men in the Intermountain region, a section that is rich in educational leaders. He not only knows the best of the latest and the latest of the best in education, but he has the courage to put his faith in his works. There are some men and women in Ogden who are not educators, who have never attended an educational convention outside of Utah, who have not read a modern educational book or article, and naturally they think the schools of today should have the pace of the ox-cart and not of the horse or automobile. The world will manage to be progressive whether Ogden is or not, and Superintendent Mills will render the world a noble service whether it be in Ogden or elsewhere. Fortunately men who sit on the tail of progress cannot shout "whoa" loud enough to be heard far.

TOURJEE MEMORIAL

It is twenty-five years since Dr. Eben Tourjee, founder of the New England Conservatory of Music, died, and the alumni do well to raise a Tourjee Endowment Fund of \$50,000 to be used for the promotion of the highest interests of the institution. Dr. Tourjee was one of Boston's best citizens and one of the most important factors in the promotion of musical culture for the pleasure of individuals and the ethical advantage to the public. All contributions should be sent to the Alumni Efficiency Committee, 31 Gainsborough Street, Boston.

HOPKINS AT DARTMOUTH

In the selection of Ernest Martin Hopkins, a graduate of Dartmouth of fifteen years ago, as successor to President Ernest Fox Nichols, who goes to Yale as professor, the trustees have given the academic world its greatest recent surprise. Not even the 1916-1917 "Who's Who" has heard of him, but his success is assured on the ground that the trustees have a greater responsibility than they would have had had they taken a man already credited with corresponding success. A man thus selected never fails, and no one fails at Dartmouth.

EVANS AT EDMOND

President Charles Evans, who goes from Central State Normal School at Edmond, Oklahoma, to the college at Tulsa, has had a record at Edmond which is most exceptional. We quote an emphasized paragraph from the Oklahoma Journal of Education. It is one of the largest state normal schools in the United States. "Not a faculty member at Central State Normal smokes or uses tobacco in any form; no student ever dares to smoke a cigarette or a cigar on the school campus; ninety per cent. of the students are interested in church work; and the athletic coach of the school is as good a Sunday school man as he is a coach."

In the state of California the law provides that the state will furnish a visiting nurse for the rural schools of the county on request of the local authorities in the county, and a considerable number of the counties now have such visiting nurses.

The school playgrounds should be open as a matter of course on Saturdays so that the children during their leisure time may have the facilities for play. The school grounds in Gary are open Sunday afternoons and evenings. In Oakland they are open Sunday afternoons.

Education cost the present Yale academic senior class of 325 men \$1,087,364, averaging per man for the course \$4,073. The highest for any man is \$15,000, while the lowest is \$800. Of these 120 have earned part of their way, or \$306,979.

The Chicago Board of Education by a unanimous vote provides for military training for high school boys. It will continue in a mild form through the whole four years of the high school course.

President W. W. Parsons of the State Normal School of Terre Haute, Indiana, enters upon his thirty-second year of service as the head of the institution.

Some Shakespeare play has been staged by most of the colleges, universities and normal schools this season.

July 3-8: National Education Association, New York City.

THE WEEK IN REVIEW

A QUICK RESPONSE.

All over the country, there was a quick response to the President's call for an immediate mobilization of the state militia. Within a few hours, men in khaki uniforms appeared in town and city streets, as if by magic; and, within two or three days, they were assembled at their camps ready for service. Hitherto, the militia has been wholly a state force, subject to call only for state service, and exposed to danger, at the most, only for the suppression of riots, and like service. But now, organized and directed as a National Guard, and answering a call for national defence, it is showing itself keenly alive to its responsibilities; and its members have abandoned their ordinary occupations without a moment's hesitation to assume their new duties.

THE REPLY TO MEXICO.

The reply of the United States to the demand of the Carranza Government for the withdrawal of American troops from Mexico is a flat refusal of the demand, prefaced by a long, perhaps too long, recital of the reasons for the refusal. It charges Carranza with indifference to the conditions of anarchy prevailing in Mexico, with giving shelter and encouragement to the murderers and bandits who have invaded American soil, and with misrepresentation of the motives of the United States; and it warns him that an attempt to carry out his threat to use force against the American troops "will lead to the gravest consequences." If the Mexican de facto government were in a mood to weigh the probable results of rash action, this note might make it hesitate; but, as it is, the tone of the reply is more likely to increase than to allay resentment.

THE FIRST CLASH.

The first clash between Mexican and American troops followed quickly upon the despatch of the American note. It took place near the town of Carrizal only a few miles distant from the Mexican field headquarters in northern Chihuahua. The American troops engaged were a detachment of the Tenth Cavalry, one of the two crack negro regiments in the service. They were led into an ambush, with a flag of truce as a decoy, and were raked with concealed machine guns; but they seem to have given a good account of themselves, for they charged after they were fired upon, and General Gomez, who led the Mexican force, was killed. Incidents like this are likely to be repeated any day. It will be no easy task to guard the thin line of General Pershing's advance, and to protect 1,800 miles of border from reckless raiders.

A CRISIS LONG IN COMING.

The present crisis has been long in coming. Its origin dates back to the forced retirement of President Porfirio Diaz, in May, 1911. Diaz, Mexico's "strong man," had somehow maintained himself in office for more than twenty years. His methods would not always bear scrutiny, but somehow he preserved order, the country prospered under his iron rule, and foreign

capital, in immense amounts, was allured to investment in mines, railways and oil fields. But the elements of revolt, which were seething before he left, broke out in violence soon after. Madero succeeded him, but, after a little more than a year, was assassinated. Then came General Huerta, whom Wilson refused to recognize, and who was so far crippled by this refusal, by financial difficulties, by the quarrel over the salute to our flag at Tampico, and the seizure of the Vera Cruz custom house by our navy that his administration collapsed. Sanguinary strife between the Carranza, Villa and Zapata factions followed; but the growing strength of Carranza, and his formal recognition by the United States and the Pan-American Conference encouraged the hope, now abandoned, that he might establish himself and maintain order.

THE FALL OF CZERNOWITZ.

The capture by the Russians of Czernowitz, capital of the Austro-Hungarian Crownland of Bukowina, is one of the most important events of the war. It gives the Russians command of several railway lines, and it leaves to the fleeing Austrians, who are reported in wild retreat, only two alternatives, that of flight into the Carpathians, and that of crossing the frontier into Rumania, where they would be interned. The Austrians must by this time have repented their folly in weakening their lines in the east in order to take a more vigorous offensive against the Italians. They have gained little by the latter move, while they have lost 300,000 men at least by the Russian attacks, including 170,000 prisoners. It seems probable that the Russian victories will have some effect on the attitude of Rumania, for Bukowina formerly formed a part of Rumania, and the promise of its return might well bring Rumania over to the side of the Entente Allies.

CONSCRIPTION POSSIBLE.

New York has led all the states in preparation for military emergencies. Some of her citizens are just discovering that an act passed by the Legislature last May, which attracted little notice at the time, makes every able-bodied man in the state between the ages of eighteen and forty-five subject to draft into the active militia "in case of insurrection, invasion, tumult, riot, or breach of the peace, or imminent danger thereof"; and gives the Governor authority to order compulsory drafts of citizens "for the purpose of maintaining the National Guard and Naval Militia at a standard of efficiency required for public safety, or of conforming to any organization now or hereafter adopted for the army of the United States." By another act, the Legislature made provision for the physical training of children in the schools, and for the compulsory attendance of certain classes of boys at field camps for military training.

THE CASE OF THE SEACONNET.

There has been a marked subsidence in the German submarine warfare upon merchantmen

THE MASSACHUSETTS LEGISLATURE

PENDING INVESTIGATION OF THE AGRICULTURAL COLLEGE—DEFEAT OF THE PETITION FOR A STATE UNIVERSITY—OTHER NOTABLE FEATURES OF THE SESSION.

State House, Boston.

This year's session of the Legislature has been the shortest of any since 1905, when prorogation was in May, but this year the session was prorogued only two days earlier than last year. Perhaps the most significant feature under the head of education was the resolve for an investigation of the agricultural college. Here is the only state educational institution higher than the normal schools. It has been particularly prosperous under the administration of President Kenyon L. Butterfield, who has risen to be a national figure because of his many excellent qualities and his energy in promoting the college. He is doing great things and the college attendance has doubled under him. He wants the state to appropriate \$200,000 a year for five years in succession, for the sake of enabling the college to fill its extensive and growing field. Last year he made his first plea for this help, but lost. This year, he made so strong a case before the committee on agriculture that they appropriated the money and the bill went to the House Ways and Means Committee. There was a strenuous time before them. Two days did President Butterfield marshal the greatest array of friends of the college ever gathered and there was searching inquiry, with overwhelming testimony from the best agriculturists of the state to the high quality of work the college is doing.

But the result was a unanimously adverse report from that committee. Not only did they refuse the appropriation, but they reported a resolve for a thorough investigation, even involving the existence of the college. President Butterfield and his friends quickly accepted this challenge and promoted the passage of the resolve. So it went through flying. Its principal provisions are the following: A special commission being created, consisting of the commission on economy and efficiency, the commissioner of education and three to be appointed by the governor.

"The commission shall investigate and report as to the advisability of further expenditures for new buildings, additional equipment, the purchase of land and other improvements at the Massachusetts Agricultural College; as to the present policy of the college, with a view to ascertaining whether the college is meeting in the fullest degree the needs of the commonwealth in respect to agricultural training; as to the use of state and federal appropriations and grants; as to the operation of the farm department; as to the educational and academic instruction, and as to the extension work. The commission shall ascertain to what extent teachers are engaged in activities other than college instruction; to what extent students are taught practical farming; to what extent the college, independently of other agencies, contributes toward farming and agricultural development; to what extent the lands, buildings and equipment may economically be utilized; and the relative cost per capita for the education of state and out-of-state students in the various courses of instruction, including comparisons with other agricultural institutions. The commission shall distinguish the educational from the other activities of the college; shall estimate the cost of possible future development of the college, both for initial appropriations and for maintenance; shall consider the elimination of certain activities, and a revision of the courses of study in respect to the character of the studies, the amount of time devoted to them, and

otherwise. The commission shall ascertain what return, if any, in respect to the agricultural activities of the people of the commonwealth, is made by graduate state-educated students, and what benefits, if any, might accrue to the welfare or development of agriculture in the commonwealth by a co-ordination of the Massachusetts Agricultural College, the state board of agriculture, the forestry department and the department of animal industry, or any of them, in order that certain obvious existing duplications and overlappings of activity may be eliminated and that the work of the said departments may be done more effectively and economically. The commission shall report what operations connected with agriculture, the expenses of which are paid by the state, can best be carried on at the college rather than under the direction of the board of agriculture, and what operations now carried on at the college can better be performed under the direction of the board of agriculture.

"The commission shall further report whether for the advancement of agriculture in Massachusetts it is advisable that the college be continued as at present organized."

The commission must give public hearings, may spend \$7,500 and shall report in print by January 10, 1917. Here is opportunity for every enemy of the college to put in the deadliest work of which he is capable. But the curious feature of the matter is that none of the committee admit that there is any hostility toward the college, but only affirm that it is a friendly investigation. Whatever it is, President Butterfield and all friends of the college welcome this exceptional official opportunity to prove their worth to the state and to the world. The college gets from the state treasury \$325,000 for maintenance and current expenses and various small sums, but the desired large appropriation for expansion and improvement is held back till this investigation is ended.

An act was passed to authorize cities and towns to maintain schools of agriculture and horticulture, the location and organization to be subject to the approval of the Board of Education and the purpose of the act being the instruction of "families and individuals, by means of day, part-time or evening classes in gardening, fruit growing, floriculture, poultry raising, animal husbandry and other branches of agriculture and horticulture." Vocational schools are also to be aided.

Actual legislation put on the books this year has not been voluminous in the field of education, or especially progressive. There has been an appropriation of \$100,000 for the Institute of Technology and one of \$50,000 for the Worcester Polytechnic Institute. An appropriation of \$44,000 has been made from the state treasury to reimburse cities and towns for the loss of taxes on land used for public institutions, but there is no specification how many of these are educational institutions. There has been an appropriation of \$5,000 for premiums on securities purchased for the Massachusetts school fund.

Amherst College, with the support of the expressed opinion of its alumni, has secured a change of its charter so that the original requirement that the trustees shall consist of seven clergymen and ten laymen has been repealed.

Under the teachers' retirement act, as amended by an act of this year, all persons employed as teachers in training schools maintained and controlled by the State Board of Education are to be considered as public school teachers under the law. They are eligible to pay to the teachers' annuity fund and afterward to share the benefits of the law.

There has been a relaxation of the law relating to the

labor of children between fourteen and sixteen years so that they may work during summer vacation under certain conditions.

In order to clear up what is meant by "co-operative courses" in the public schools under the act of 1909 and amendments, this has been passed: "Co-operative courses shall mean courses approved as such by the Board of Education and conducted in public schools in which technical or related instruction is given in conjunction with practical experience by employment in a co-operative factory, manufacturing, mechanical or mercantile establishment or workshop." Further facilities for such courses are provided.

Ambitious and radical matters were almost uniformly rejected or postponed. The petition for systematic further examination of the physical condition of children in the public schools was referred to the next legislature. The scheme for a new state normal school between Fall River and New Bedford, for the convenience of the mill workers of those cities who are ambitious to better their condition and become public school teachers, was defeated by the argument that there are normal schools enough now and that the site ought not to be selected for such a reason.

Much was said for the former proposition for the establishment of a state university. But the investigation by the State Board of Education did not make the plan look well. Other conservative influences were too strong and it was shown that there was a great difference between Massachusetts, with its large number of privately endowed colleges and universities, and the newer states where the field had been covered by the state officially. So the report was left to withdraw the petitions.

No legislation necessary was reported on the recommendation of the state department of health for better inspection of the health of public school children, and the report was accepted in spite of the strong case seeming to be made out by the department. A petition for teaching swimming in the public schools, although coming from highly-educated Cambridge, was rejected as not germane to the public schools. A bill was enacted to permit the use of public school property in Boston for social purposes. No legislation necessary was reported on the recommendation of the state board for certifying school teachers and the report was accepted.

Renewal was made of the old effort to prevent corporal punishment in the public schools, but the report of leave to withdraw was accepted without opposition. The effort for permanent tenure for teachers and school superintendents failed, as it has failed previously. Former Senator Charles E. Burbank of East Bridgewater renewed his effort for free vocational and higher education, but he did not get a favorable report and then he dropped the matter and no one else took it up.

Benjamin B. Alling renewed his petition to prohibit the use of sectarian names on school buildings and to have compulsory school attendance in the public schools of all children of school age, but there was little support, numerically, for either petition.

In order to meet certain family exigencies, a law was passed to exempt certain illiterate married women from attending evening schools.

The former effort was renewed in force against teachers' agencies, the effort being to reduce their fees by half, but it was shown that these agencies fill a field which cannot be filled by the State Board of Education acting as a teachers' agency and that the customers of the agencies want them continued as they are. This year's effort seemed to come from Lynn and there is no prospect that it can succeed next year any better than it did this year.

Defeat met the petition for a state tax for the support of public schools, the effect of which would have been

to put heavy burdens where they are now carrying as much of a load as they think they can. The former effort to get at the religious belief of an applicant for position as public school teacher was made, but was defeated, as previously, and as it doubtless will be again, if it appears once more. The idea of a state school of commerce and finance was voted down and so were various other immature and ill-considered propositions, leaving our state system at the close of the session very much as it stood at the beginning.

R. L. B.

THE NEW CONTINUATION SCHOOLS IN PHILADELPHIA

"The most efficient teaching is being done in the continuation schools," declared a Pennsylvania educational authority recently. "This is because the continuation school is free from the traditional scientific organization of subject matter, and we are permitted to administer 'first aid' to the mentally injured, and 'prophylactic treatment' to the ignorant."

This vitalizing of teaching in the Philadelphia public schools has had a splendid extension. It began January 1, 1916, when the child labor law (passed by the 1915 legislature) became operative, providing that children between fourteen and sixteen years (who receive certificates and obtain employment) must attend continuation schools at least eight hours every week, with a maximum of forty-three hours a week as a working period.

Existing school buildings have been utilized for the continuation schools, sessions being held at 8 a. m. and late in the afternoon to accommodate the child workers. In addition portable (fireproof asbestos) schools have been set up in many school yards. The old Hollingsworth School at Locust and 15th Streets serves as the centre for the new city continuation school system which has been established in about fifty buildings, and enrolls approximately 10,000 children under about half a hundred teachers.

About 1,500 additional children attend school (under public educational auspices) in about a dozen big department stores, which in most instances have equipped schoolrooms at their own expense.

The main idea in the Philadelphia continuation schools is to provide a good English education, with plain arithmetic and some idea of history and geography. Special attention is paid to local commercial and industrial conditions.

The Philadelphia continuation school course, as planned by City Superintendent Dr. John Garber, differs from that elsewhere, in that it is about three-fourths academic as compared with one-half in other cities. Only two hours of the eight hours' instruction each week are given to general technical work, because it is regarded as necessary, if possible, to make good to the children the loss of the general intellectual development which might have been theirs in regular school attendance; and to give the children a taste of various occupations as an aid in determining the life vocation.

"The underlying idea of the work," says Dr. Garber, "is to make the instruction of the great-

est possible value to the pupil in after life." The supervision of these schools is being ably conducted by Louis Nusbaum of the Philadelphia Department of Superintendence.

Attracted by the work of the continuation classes and by the higher pay, the number of applications from women teachers for positions in the continuation schools has been three times the number required. The teachers have formed a "Continuation Teachers' Club," which has made a good record in promoting the interests of the new continuation schools, the officers being Elizabeth M. Gallagher, president; Wilhelmina Hummel, vice-president; Miss Cahill, secretary, and Miss Helen Sixsmith, treasurer.

There are approximately 20,000 Philadelphia school children under sixteen who have passed the sixth grade, have come up to the required physical standard and are permitted to work forty-three hours a week, with eight hours in continuation schools. The cost of the schools is conservatively estimated at \$200,000 a year.

In other sections of Pennsylvania the work of the new continuation schools, like that of Philadelphia, is adapted as nearly as possible to the children's needs, the total number of all the continuation schools in all the school districts of the state being over 400.

NON-PROMOTIONS

A recent editorial in the *Journal* entitled "Non-Promotions Doomed" should not be permitted to pass without critical consideration. The position taken is in line with a long series of protests that have been made during the past decade or two against school failures and of theories that have been advanced for the correction of the evil.

Such pronouncements have been inspired by worthy motives. As a general proposition it is evidently unfortunate to be obliged to require a pupil who has passed over a section of the school curriculum to go back to the beginning of that section and repeat the whole of it. The method involves a falling short of the ideal in school management.

The habit of failure is bad for any pupil, and a system of schools that involves the formation of that habit is in that respect defective. It requires no expertness in pedagogical psychology to understand that when a pupil begins to fail in his work there is something wrong, and measures should be taken, if possible, to overcome the difficulty. If the work is too difficult, it should be modified in order that the normal rate of progress through the subject may be maintained, or there should be a slower rate of progress through the whole.

In school systems that are sufficiently large it is sometimes possible to make a classification of pupils according to their ability that will permit those of less than average ability and alertness to advance only as fast as they are able to succeed in the work and thus to avoid the necessity of repetition, but the position usually taken by the advocates of universal promotion does not refer to such a liberal interpretation. It is upon the basis of the common understanding of promotions according to which a child either repeats the whole of the work of a grade or is promoted to the next grade. It is difficult to discuss without impatience a proposition that in this sense one hundred per cent. should be promoted.

In a land of democratic institutions there is a popular sound in the statement that every child should have the benefit of such treatment in the schools as will enable him to complete his elementary education, together

with his fellow pupils, in the prescribed course of eight school years. A narrow concentration of attention upon the interests of any particular child in question naturally calls forth responsive sympathy. But upon the basis of a broader view the theory will not stand the test of rational examination.

Human nature is not uniform in ability and possible attainment. In view of the wide variation among adults and children alike the per cent. of pupils who ordinarily fall so far short of the average that they cannot profitably or wisely continue with the larger groups in the schools is surprisingly small.

The most exasperating aspect of the criticism that is so frequently made in extreme form consists in the fact that it usually runs against the teacher and seems to imply that there is both a natural desire to keep pupils back and a tendency to neglect individual assistance. Since teachers are human, it would be unwise to deny the possibility of any ground for complaint in such directions but in the main the implication is short-sighted and unjust. A conscientious teacher may interpret the curriculum too strictly and may be inclined to hold to its requirements too rigidly, but this is a matter of routine in administration that should be corrected by those in higher authority. No teacher of normal common sense and temperament would wish to withhold promotion. The line of least resistance is in the other direction.

On the question of the duty of the teacher toward individual members of her class there has been much loose thinking and much hasty assertion. The teacher of a class of forty or fifty children should have genuine interest in the personal welfare of each, but to hold her responsible for the equal advancement of all is an absurdity. The time and the energy that a teacher has to expend upon her pupils are both subject to limitations, and the proper problem is to secure the greatest total good within those limits. It is a serious question to what extent a teacher of the grades should be expected or even permitted to devote her attention to the special and unusual needs of individual pupils at the expense of the interests of the majority. As long as the limited budget renders it necessary to assign forty or more pupils to each teacher, teaching must be mainly class instruction and must be planned for the needs of the greater number.

If the course of study is made easy enough to meet the limits of those lowest in scholarship there may be an injustice to those of higher ability. On the other hand, if it is made difficult enough for the higher level it will inevitably leave some behind. The promotion of all pupils from grade to grade regardless of successful accomplishment of the work would result in the arbitrary advancement of many into subject matter beyond their depth without the necessary preparation, which would amount to an abandonment to hopelessness.

The fact should not be overlooked that the failure of a considerable number of those who are not promoted is due to irregularity of attendance on account of illness or for other reasons. In such cases the repetition of work is only partial and the schools have no responsibility for its necessity.

There is no absolute solution of the difficulty to the extent of one hundred per cent. The partial solution must consist in the special treatment of pupils who fail, and in most instances this means a differentiated plan of work to meet varying needs or capabilities. Let parents demand as loudly as they will, not that their children shall be arbitrarily advanced over ground that they have not been able to cover properly, but that they may be provided with that course of education that will enable them to make regular advancement. In most cases the complaint cannot be against teachers but rather against higher administrators and taxpayers.

The suggestion in the article referred to that it is the duty of teachers to transfer children who are failing to special classes, where experts may prepare them for promotion, implies an increase in school expenditure involved in the extra cost of small classes for individual training, which is not ordinarily under the control of teachers or school officials. In this particular "the awakening to the condition of things when the public sees such figures," must mean an awakening to the need

of an increase of the school budget. The response must be in the form of the establishment of special classes, pre-vocational schools, continuation schools, and junior high schools, which require increased expense. The demand can never be satisfied until those who make it are able or willing to meet the financial requirements.

I. O. Winslow,
Superintendent of Schools,
Providence, R. I.

BOOK TABLE

ESSENTIALS OF GEOGRAPHY. Illustrations; black and white and color; maps; diagrams. First book. Cloth. Small 4to. 266 pp. Price, 72 cents. Second book. Cloth. Small 4to. 426 pp. Price \$1.24. By Albert Perry Brigham, A. M., Professor of Geology, Colgate University, and Charles T. McFarlane, Ph. D., Professor of Geography, Teachers College, Columbia University. New York, Cincinnati and Chicago: American Book Company.

We refer editorially in this issue of the Journal of Education to the significance of a new geography but even there we have not adequately emphasized what such a series as the "Essentials of Geography" by Brigham and McFarlane really means nor can we do so in the space of a notice like this. It is a long time since any book in any subject has been so completely new,—new conception of the subject, new importance of the international relations, new arrangements of political divisions, new vision of art effect and new maps. It is the purpose of a notice to set forth the aims and claims of the authors of books that are new in ideas and ideals, but even this would be practically impossible here. There is so much that is new in the conception of the science, in the application of art, and in the adaptation of pedagogy that our space makes adequacy impossible. It is too trite to be acceptable but not too trite to be true to say that literally the books must be seen to be appreciated.

For forty years geographies have vied with each other in beauty and we anticipate no challenge of the publishers' claim that in beauty their latest is the best.

Indeed, the full-page color pictures like those of the Truckee-Carson storage dam, the Hudson River view, the locks in the Panama Canal would be prize-winners in any art competition. The entire art effect of the maps is sure to set a new pace in map-making. There has not been an equally brilliant departure in map-making in fifty years. For instance, the map of Palestine is as brilliant an art conception as was ever developed by any artist in any field. It is a revelation of the possibilities in map-making for science, pedagogy and art.

Perhaps pedagogical science is nowhere better demonstrated than in the questions. The questions on every map are not to be answered from memory but can be answered by anyone who visualizes the map. There is no occasion to waste time or energy in searching the map for the answers, one has but to know this to know all that it is desirable that the pupil should know.

At the end of each important division there are Review Questions, not the tricky kind but questions in which a pupil can get one hundred per cent. if he has given interested attention to what he has learned.

The up-to-dateness will impress itself upon anyone who examines these books. Where is there a child in the upper grades who will not study with keen relish about Aerial Navigation, Automobile Parcel Post, Wireless Telegraphy, Panama Canal, Cape Cod Canal, Erie Barge Canal, Forest Reserve (East and West), Irrigation and the Reclamation Service, Dry Farming, Hydro-Electric Power from the Niagara, Mississippi and other rivers, Sulphur Mining in Louisiana, the Cement Industry, and Polar Expeditions?

The books are evidently made as an inspiration to the teacher, for the joy of the pupils, the achievement of efficiency and the development of patriotism in addition to equipment in knowledge.

LATIN PLAYS FOR STUDENT PERFORMANCES AND READING. By John J. Schlicher, professor of Latin, Indiana State Normal School.

Boston: Ginn & Co. Cloth. 213 pp. Price, 75 cents.

Professor Schlicher's book is the result of one of those inspirations which are at the back of every advance in pedagogical method. Seven short plays, written in simple, conversational Latin (who ever thinks of conversational Latin in these days?) and intended for student production, are included. To make the action more vivid, the author has provided full stage directions. A number of songs intended to be sung in the course of the plays have been set to music and are given in full in an appendix. The subjects of the plays are respectively: "The Sack of Apples," "The Recruits," "The Departure of the Helvetians," "When Cicero was a Candidate," "The Conspiracy," "Dido" and "Andromeda." Each play takes from twenty to thirty minutes to perform.

The book is also suitable for translation or sight-reading in second-year classes. Notes and a vocabulary have been provided. The use of such a textbook should do much to increase the "life" and effectiveness of Latin teaching, or as one high school principal puts it, to add "fizz" to the study of Latin.

SOCIOLOGY. By Professor John M. Gillette, University of North Dakota. Chicago: A. C. McClurg & Co. Cloth. 153 pp. Price, 50 cents, net.

Dr. John M. Gillette's "Sociology" is one of the most useful of recent additions to McClurg's National Social Science Series. It is a pocket-size volume, containing a summary, in coherent presentation, of the fundamentals of the subject. Beginning by defining the science of sociology, the author considers the origin and constitution of society and its institutions, the industrial order, family, social order, progress and its conditions, equality and social justice, elimination of the unfit, etc.

The book is most valuable as an introductory primer for those who want to post themselves on these vital topics.

THEORY AND PRACTICE OF THE KINDERGARTEN. By Nora Atwood. Riverside Educational Monographs. Edited by President Henry Suzzallo, State University of Washington. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. Price, 60 cents, net.

It is highly significant that as Sarah Blow passes on there should come a book as loyal to the kindergarten ideal, as definite in suggestion, as inspirational in spirit, as ardent in championship as anything that has appeared. Miss Atwood has met the every-day needs of every kindergarten.

CONSTRUCTIVE GEOMETRY EXERCISES IN ELEMENTARY GEOMETRIC DRAWING. Prepared under the direction of Earle Raymond Hedrick. New York: The Macmillan Company. Paper. (8x10.) Illustrated.

This is the first good American geometric notebook modeled after those long published in England and used successfully in England and by many progressive teachers in the United States. The purpose is to acquaint students with elementary forms and constructions valuable to those who go no farther in their studies and also furnish a basis for a better comprehension by those who continue their studies.

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EDUCATIONAL NEWS

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Meetings to be Held

JULY.

- 3: American School Hygiene Association, New York City. Secretary, Dr. William A. Howe, State Education Building, Albany.
- 3-10: National Education Association, New York City.

OCTOBER.

- 10-13: Vermont State Boys' and Girls' Agricultural and Industrial Exposition, Burlington.
- 12-14: Vermont State Teachers' Association, Burlington. Elwin L. Ingalls, Burlington, president; Miss Etta Franklin, Rutland, secretary.

- 13-14: Lake Superior Teachers' Association, Superior, Wisconsin. Professor Royce, Superior, president.

- 13-14: Northeastern Wisconsin Teachers' Association, Appleton, Wis.

- 20-28: Indiana State Teachers' Association, Indianapolis.

- October 30 to November 1: Colorado State Association at Grand Junction. November 1, 2, 3: At Pueblo. November 2, 3, 4: Denver. H. V. Kepner, Denver, president.

NOVEMBER.

- 2-4: Iowa State Teachers' Association, Des Moines. Superintendent O. E. Smith, Indianola, Iowa, secretary.

- 9-11: Kansas State Teachers' Association, Topeka. L. W. Mayberry, president.

- 16-18: Missouri State Teachers' Association, St. Louis. E. M. Carter, Columbia, Mo., secretary.

- 30-December 2: Texas State Teachers Association, Fort Worth. Nat Benton, Corpus Christi, Texas, president; H. B. Cowles, Corpus Christi, secretary.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

PLYMOUTH. Principal Ernest L. Silver has presented a program of the summer session of the State Normal School, which is progressive, modern and directly helpful to teachers in city and country. The music department for the teachers of music in country and city is one rarely provided anywhere. It is in charge of Arthur J. Abbott, head of the music department of New York University. The new dormitory to be opened in the autumn will be one of the best in New England.

MANCHESTER. Superintendent Charles W. Bickford, who has been at the head of the school system for sixteen years, has been elected superintendent of Lewiston,

Maine, to succeed D. J. Callahan, who has been superintendent for seven years. Mr. Bickford has led the people of Manchester along a progressive educational highway and leaves many monuments of material improvement as well as of pedagogical modernization.

VERMONT.

NEWPORT. Daniel E. Watson of Pittsfield, N. H., a former principal of the Newport High School, has just been elected again to the principalship. Mr. Watson is a Dartmouth graduate, 1895, and has worked in the schools of Vermont for several years.

MASSACHUSETTS.

BOSTON. Miss Mary C. Mellyn, just elected one of the five assistant superintendents of schools in Boston, receives \$5,640 salary, as she will retain her previous position of director of practice and training. This directorship has paid \$3,540 for some years.

Miss Mellyn's "advice to girl graduates" was recently printed in the Boston Globe, as follows:—

"The girl who seeks instinctively a career feels very early her ideal of what she wants to be. A girl must have her ideal to have a career. The very fact that she has the ideal means that there is something in it to which her nature will respond. If she does not see the thing she would strive for, she cannot attain it. There are two kinds of ideals: one is like a beacon light, the other like a taper we carry in our hand. The girl who would make her career what she would have it must see her ideal glowing like a beacon light above her path. Having that ideal, the next thing for her to do is to work steadily toward it; no work should be too difficult for her to attain it, no sacrifice too great. In its attainment perhaps there will be years of self-denial, of giving up many things that other people may like and care for. She must have a very clear understanding at the start that if the thing is worth while it is worth working for. She must never forget that there can be no service without sacrifice. I have been teaching young women to be teachers for twenty years, and I have found in my work that the real teacher is the one to whom the vision of a glowing ideal came early. I may add that the girl with the glowing ideal is not of the majority; girls of the majority care for other things. There is one fundamental principle to guide the worker, who would win success, which is stated in a line by Bishop Spalding of Chicago University, that I often quote to my young teachers: 'Work not to have more, but to be more.'"

Wentworth Institute graduated 255 this year, a gain of twenty per cent., a pace it is likely to keep.

MARBLEHEAD. Professor A. W. Miller, head of the English de-

partment of the high school, has resigned to accept a similar position in the Binghamton, N. Y., High School.

AMHERST. Frank T. Wingate, Bates College 1895, and for the past four years head of the mathematics department of the Newton Technical High School, has been engaged as principal of the high school to succeed Mr. Marshall, resigned.

MIDDLE ATLANTIC STATES.

NEW YORK.

MT. VERNON. This city has had an exciting school election in which Ossian Lang, well known to our readers, was chosen president of the Board of Education.

NEW YORK CITY. Dartmouth College, at its recent commencement, granted Associate Superintendent Andrew W. Edson the degree of Doctor of Pedagogy, the first degree of the kind to be given by the college. Superintendent Edson is to give a course in school administration at the Dartmouth College Summer School, beginning July 27.

GLENS FALLS. The Post-Star printed the following editorially:—

"Certainly the people of Glens Falls are getting good return for the money they put into their schools."

This statement, made in a letter written by Dr. George P. Bristol, dean of the Cornell University School of Education, to Dr. Elbert W. Griffith, is worthy of much comment. It is at once a tribute to the local superintendent for the marked success he has attained and a forceful reminder of the appreciation that is the due of Dr. Griffith and those who have labored directly or indirectly with him to make standards the highest, to achieve the greatest results and all the while to keep clearly in mind the fact that what is attained must be commensurate with monetary expenditure.

Pertinent to these observations are certain figures Dr. Griffith recently gave to the people of Glens Falls through the medium of the press. Discussing the cost of a year's instruction per pupil in the public schools of the state, he took occasion to point out that the cost per pupil in this city is lower than the average throughout the state by thirteen per cent. Furthermore, he stated that the cost per pupil "is lower in the Glens Falls public schools than the average in the cities in the entire state by more than twenty per cent."

The significance of these statistics is obvious, the comparison is striking. Glens Falls is to the fore in value received. Other cities far greater in population and older in the experience of education are outdone.

Dwelling on facts of this sort prompts a feeling of just pride. We

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are inspired by a view of the past and present, and as we strive to peer into the future and read its meaning, we have a feeling of the fullest assurance in what is to be. For we know that upon the splendid foundations that have been built we are destined to rear superstructures to rival in beauty and utility even those that now greet our eyes.

PENNSYLVANIA.

WEST CHESTER. The State Normal School, Dr. George Morris Philips, principal, has established a state and probably a national record. The State Board of Examiners, after three days of strenuous examinations, passed 806 candidates, all who took the tests. The candidates included 27 post-graduates, 350 seniors, and 379 juniors.

HARRISBURG. A graduating class of 460 young men and women from State College, the largest number in its history, is an impressive showing for this growing institution. It would be greatly to the credit of Pennsylvania if the Legislature, instead of scattering the money devoted to higher education, would confine it to this distinctly State school and would thus place it on the same high plane as the State Universities which are so popular in western commonwealths. The institution near Bellefonte is deserving of the most vigorous support and ought to receive it as a matter of course.

GETTYSBURG. A course in military drill will likely be given students at Pennsylvania College, Gettysburg, next year if arrangements can be made by the authorities of the school, in accordance with the recent Army Bill, that will secure an instructor from the government and equipment for the purpose. At a meeting of the Board of Trustees recently, a petition, signed by a majority of the student body, was presented asking that this course be secured.

PHILADELPHIA. There are 500 schoolrooms in this city which are used for only a part of each day. There are about 26,000 pupils attending school on part time because of lack of room.

Attention has again been directed to the unsanitary conditions of some of the school buildings. A petition signed by 1,000 patrons of the Jefferson School was presented to the Board, asking for prompt action in making the schoolrooms fit for use by pupils.

The Board is considering a plan for reorganizing the seventh and eighth grades all over the city into Junior High Schools.

SOUTHERN STATES.

ALABAMA.

TUSKEGEE. The installation address of Robert Rossa Moton as principal of Tuskegee Institute May 25 was an earnest plea for the co-

operation and consecration in continuing the great work for negroes here. He said in part: "No greater or more serious responsibility was ever placed upon the Negro than is left us here at Tuskegee. The importance of the work and the gravity of the duty that has been assigned the principal and the teachers in the forwarding of this work cannot be over-estimated. Along with this responsibility we have a rare opportunity—one almost to be envied—an opportunity to help in the solution of a great problem, the Human Race problem, not merely changing the modes of life and the ideals of a race, but changing the ideas of other races regarding that race."

"While the outlook was never more hopeful, the Negro problem is not yet solved. While there is great encouragement in the fact that seventy per cent of the Negro population can read and write, it is not safe to assume that seventy per cent of the Negroes are really and truly educated. Our progress in this country has been wonderful, and we have every reason for rejoicing; but shiftlessness, disease, inefficiency and crime are entirely too prevalent among our people. Color and conduct still count in this question, but let us remember, my friends, that conduct counts more than color."

"General Armstrong, Dr. Washington and Dr. Frissell, with the support and influence of such Southern men as Mr. Campbell, have shown us the way out, and how these perplexing questions may be solved. If we follow the course mapped out here, we shall have the hearty co-operation and support of as distinguished, as wise, as unselfish and as devoted a body of men as are to be found anywhere in this land. I refer to the board of trustees of this Institute. Not only so, but we shall have also the cordial help and sympathy of the white and colored people of this state, from His Excellency, Governor Henderson, and Superintendent Feagin, who honor this occasion by their presence, to the humblest citizen in this county. The whole country, too, will stand by us, if we are wise, sincere and unselfish. I again repeat, our responsibility is great and our opportunity, a tremendous one. We should measure up to our responsibilities and opportunities, and we can do it!"

TENNESSEE.

HARROGATE. The summer quarter of Lincoln Memorial University has more students enrolled than during any previous summer session, 150, which is a large summer attendance for an institution located in the heart of the Cumberland Mountains. Rural sociology and pedagogy are especially emphasized for the benefit of the rural school teachers.

OKLAHOMA.

KINGFISHER. Kingfisher College has had its first commence-

ment exercises under the presidency of George B. Hatfield. The public joined with the college in making the four days a memorable occasion. The new administration starts off with promise of great success.

CENTRAL STATES.

INDIANA.

EVANSVILLE. This city has made a notable advance in the election of L. P. Benzet of La Crosse, Wisconsin, as superintendent, a man who has impressed himself upon the entire country by his larger units of thought, his clear vision of the demands of the hour, intense purpose to meet those demands, and his heroic independent stand on vital questions. The second city in Indiana has an opportunity to be among the first cities in America if she will give Mr. Benzet a free hand and adequate power in educational leadership.

FRANKLIN. J. C. Webb, who is elected from the county superintendency to the city superintendency, has been county superintendent for thirteen years with a record for efficiency every way as remarkable as for the length of service. He is a graduate of Franklin College with a Master degree from the college. He has also studied in Indiana State University and in Chicago University. It has been due to his enterprise that more than fifty of the eighty one-room schools have been consolidated. He has done important teaching at normal summer schools, teachers' institutes, and conventions.

FRANKFORT. The school children of this city gave the greatest pageant demonstration in the history of the county May 25, in observance of the Indiana centennial. There were 2,000 children in the pageant in the city park, and fully as many parents looked on. The morning program was a presentation of pioneer life; the afternoon was given over to a program of sports, under Physical Director A. W. Lockhart. The flag exercises were perhaps the most impressive feature of the day.

The whole event was a tribute to the work of Superintendent O. M. Pittinger and the school teachers.

ELWOOD. J. L. Clauser, superintendent of schools, who has been discharged by the school board, has decided to attempt to hold his position during the term of his contract, which has two years yet to run.

INDIANAPOLIS. Arthur S. Hurrell, principal of the new Technical High School, Buffalo, N. Y., has been appointed director of vocational work in the Indianapolis schools. He will begin work soon on a vocational survey of the city. Mr. Hurrell is a graduate of Syracuse University, a post graduate of Cornell, and assisted in preparing specifications for the scientific and mechanical equipment of the new million-dollar Technical High School at Buffalo.

BRAZIL. E. W. Montgomery, principal of the high school at Bedford, has been chosen for the principalship of the new Senior high school in this city.

In five months' time forty-four per cent of the pupils of the first eight grades began systematic saving as a part of the thrift movement.



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Thirty per cent. have deposited one dollar or more per pupil in savings banks.

ILLINOIS.

EVANSTON. The final result of the 16 to 16 co-eds and men of Northwestern University seems to be the dismissal of two of the women and the ordering out of the University during the commencement exercises of the sixteen men. The other fourteen girls were not reprimanded. It is thought that such escapades will cease.

PEORIA. Superintendent Gerard T. Smith is one of the ablest superintendents of the country and has administered the educational affairs of the city admirably for many years, but the conditions that have afflicted several cities this year got possession of affairs in Peoria, and Mr. Smith is to be succeeded by Mr. Beasley, a Peorian, who has the esteem of the people, school people and all citizens.

EUREKA. F. E. Thompson, who was principal of the high school of Galesburg and later of Springfield, has been secured to build up a township high school here on the most modern lines. They have made the salary tempting and are giving him all desirable equipment.

GALESBURG. Knox College has completed its \$500,000 endowment

fund, Mrs. Russell Sage giving the last \$75,000 thereof. Dr. John Finley, commissioner of New York State and ex-president of Knox, delivered the commencement address.

IOWA.

CEDAR FALLS. President H. H. Seerley of the State Teachers College delivered his twenty-ninth consecutive baccalaureate address to the graduating class this year.

KANSAS.

PAOLA. Superintendent John F. Barnhill of this city is elected to succeed Superintendent F. L. Binet of Parsons, who is to succeed Mr. Ellsworth as executive secretary of the Kansas State Association.

TOPEKA. A teachers' retirement fund has been established in this city under the leadership of Superintendent H. B. Wilson. Beginning last spring, new teachers who sign contracts do so with the understanding that one per cent. of their salaries is to be paid into the retirement fund, the same per cent. as teachers now participating in the plan pay. The board appropriates an amount necessary to bring the fund total up to the estimated expense. The retirement payment is made on a \$500 a year basis.

MISSOURI.

KANSAS CITY. W. H. Martin of this city, state manager for the National Education Association, has announced that the association would pay the railroad fare to New York and return of the member who influences the largest number of teachers to attend the annual meeting of the association in New York, July 3 to 8, provided the number is not less than 150. Missouri headquarters will be opened at Hotel McAlpin.

New York State and New England have announced that they expect to enroll a larger representation than all other sections of the country combined. Missouri, Martin said, should have a larger representation than any other state in the Middle West, because the superintendents'

department has selected Kansas City as its next meeting place. Tickets can be purchased with October 31 as the time limit.

WISCONSIN.

MADISON. State Superintendent C. P. Cary sent to all city superintendents in the State on June 13 an important letter from which we quote:—

"The members of this department according to law have but two weeks of vacation in the year. We shall, therefore, be able to place at your disposal members of the department for any service you may wish during the summer months. I wish particularly to call your attention to the fact that Mr. Dorrans, who has been with us since the first of April as an assistant in continuation school work and manual training in the grades and high schools, is able to render excellent service where any changes are to be made in plans or equipment.

"Next fall we shall have with us two additional members of the department who will devote their time and attention mainly to the problems of city schools. One is Miss Maybelle Bush. We shall also have with us W. W. Theisen, who has had experience in high schools and was for a time city superintendent. He is a graduate of the University of Nebraska; he spent two summers in study at the University of Wisconsin and has been for three years in Teachers' College, Columbia University (Ph.D.); has specialized in school administration with special attention to recent developments in respect to the measurement of achievement in school work; he is thoroughly familiar with the whole problem of standards, tests and measurements. It is my desire and intention to have Mr. Theisen put at the command of city superintendents the knowledge he has gained from study of the best methods of administering city schools, including the administering of tests and measurements. It is our desire to have city superintendents take the initiative, assume the responsibility and merely use this department in the way of assistance."

Government Positions for Teachers

All teachers should try the United States Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1,200 to \$1,800, have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. M 221, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

SOUTHWESTERN STATES.

CALIFORNIA.

SACRAMENTO. The city schools won the highest praise ever from 70,000 citizens who watched the pageant of the 10,000 school children, followed by 140 drummer boys. John L. Davis in the Sacramento Bee describes it most ardently:—

"This is one time when adjectives fail of their duty, the whole dictionary full of them would fail adequately to describe the magnificence, splendor, pomp and beauty of the school children's parade. Thousands of the city's kiddies from the wee babes of the kindergartens to the seniors about to graduate from the high school, marched today in dress parade, rode on gaily decorated floats or prancing steeds while the entire city banked the line of march and cheered and applauded all.

"Sacramento citizens marveled at the magnitude of the parade, marveled at the precision with which it was held and were proudly happy of the boys and girls, the kiddies and the young women and young men of the city and the county. More than 8,000 children and young women and young men participated from the city alone, while upwards of 2,500 came from the county districts and the suburban districts. Little chaps scarcely large enough to toddle under the weight of snare drums, beat to perfect time in the drum corps, and marched to perfect step, bubbling with joy.

"It was a floral parade, the float decorations consisting of a profusion of flowers of all kinds—poppies, sweet peas, roses, carnations and lilies predominating, while the national colors—the red, white and blue—predominated in the bunting and streamers."

STANFORD. Leland Stanford Jr. University officials are considering dividing the year's work into four quarters of three months each, instead of into two semesters, as at present. Under the proposed plan the long summer vacation would be eliminated, but professors and students would be permitted to absent themselves from the campus one quarter each year.

Students and faculty members will be given more time for outside work and recreation, according to a new system of classroom hours just announced. Beginning with next September the day's work will begin at 8 a. m. and end at 6 p. m. instead of 8.15 a. m. and 4.30 p. m., as at present. More classes will also be held on Saturdays than are being held now.

David Starr Jordan, chancellor of Stanford University, and noted as a peace advocate, has been retired with the title of chancellor emeritus. Dr. Jordan has been chancellor since 1913, and was president from 1891 until that time.

Professor Ernest G. Martin, Harvard University will succeed Professor Oliver P. Jenkins, head of the physiology department.

LOS ANGELES. The following notice was sent to all the principals and teachers of Los Angeles except principals of high schools in recently annexed territory:—

"Pursuant to resolutions of the

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The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression whether as a creative thinker or an interpreter. A beautiful new building. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

Board of Education of Los Angeles city school district and of the high school board of Los Angeles city high school district of May 24, 1916, and the provisions of political code, Section 1,617, subdivision 7b, you are hereby notified that your contract or contracts of employment in the Los Angeles city schools for the school year ending June 30, 1916, will be considered, and are hereby declared to be, terminated on that date, and that your services for the ensuing school year commencing July 1, 1916, will not be required under any contract heretofore made for your employment, or any renewal thereof, by operation of law or otherwise. All teachers and principals to be employed in the Los Angeles city schools for the ensuing school year will be required to enter into new contracts therefor, after re-election by the Board of Education of Los Angeles city school district or high school board of Los Angeles city high school district."

NEW MEXICO.

LOS LUNAS. That Valencia county has taken its place among the progressive school counties of the state is proven by the rapid strides taken in school affairs during the last five years. With a record of twenty-five new rooms, twenty-four remodeled buildings, several now under construction and several planned for the summer months, Superintendent Baca can point with pride to school achievements in this county.

The school month has increased from five to an average of eight and one-half months, an increase of nearly forty per cent., with a corresponding increase in the number of teachers employed, while the school enrollment has shown an increase of twenty-two per cent.

Co-operation has been the keynote of the relationship among parents, school boards and the superintendent, with the result that the county is wide awake to its needs in an educational way. This was shown when bonds for a county high school were voted with but one vote against the project. Fourteen thousand dollars was appropriated in the bond issue and several thousands donated by such men as John Becker, Sr. The new building will be erected this year on grounds which will furnish three acres for play, about four acres for school gardens and two acres for parks around the building.

Melvin Fox, who has been employed as superintendent of the high school for the last two years and who has been retained for the coming school year, is a man of national reputation.

Girls' School

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Flourishing Girls' School in large city of Middle West. Established 25 years. Ill health of Principal only reason for selling. Address WINSHIP TEACHERS' AGENCY, 6 Beacon St., Boston.

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Seven camps, beautifully located in Southwestern Maine, two miles from railroad station, six acres of land on shore of lake, right of way, beautiful sandy beach with gentle slope, northern exposure, view of whole lake. Several boys' schools in immediate vicinity.

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STATE NORMAL SCHOOL, Bridge-water, Mass. For both sexes. For catalogue, address the Principal, A. C. Boyden, M. A.

STATE NORMAL SCHOOL, Salem, Massachusetts. Coeducational Department for the pedagogical and technical training of teachers of the commercial subjects. J. Asbury Pittman, Principal.

Sixty per cent. of the teachers this year will attend one or the other of the state normals, while the balance will hold an institute in Belen conducted by R. W. Twining, of Las Cruces, with Mrs. Florence Bartlett, of Santa Fe, assisting. The forenoons will be taken up with general school work while the afternoons will be devoted to special instructions in manual training for the men and home economics for the women. There are many of the teachers in the county who have been retained for several years, as it has been the policy to keep the best and weed out those who have proven inefficient.

SILVER CITY. The summer school of the New Mexico State Normal School, which opened May 29 and closes July 21, offers a variety of courses for teachers and students. A new course has been added this year, that of journalism,

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J. W. Gilman (address, 15 Storer street, Boston) has been one of the ablest teachers of penmanship in New England. He is the only man who has been a leader in the teaching of penmanship and in the making of writing books from the days of Spencer and Dunton to the present time and he is as much up-to-date in 1916 as he was in 1876. He began as a pioneer and is still a pioneer. He is a master in the art of writing, is an inspiration to a class of students, but above all else he is a brilliant teacher of teachers. [Editorial note by A. E. Winship.]

and the teacher in charge will be Miss Rose Henderson of New York City, who for several years past has been literary critic of the New York Evening Sun. The enrollment in this course is large.

President E. L. Enloe, of the normal, originator of the summer school in New Mexico, has this year secured the best corps of teachers ever recruited for summer school work here.

A feature of the normal summer school is the fact that through provision made by the legislature all railroad fare in excess of seventy-five miles each way will be paid to residents of New Mexico who sign a declaration to teach in New Mexico and who attend the summer school the full eight weeks of its session. This provision brings teachers and students to Silver City from all over New Mexico and in a large way makes possible the large enrollment, the aid extended being very material.

UTAH.

OGDEN. No man could ask for a better demonstration of personal and professional appreciation after several years of service than that of the principals, teachers, parents and other citizens who publicly presented Superintendent Mills with an elegant gold watch and chain accompanied by the following resolutions:—

Whereas, Educators and far-seeing men, educational journals and national magazines are of one accord in vitalizing and modernizing educational systems, and

Whereas, Superintendent Mills has made plans combining work, play and study into a systematic scheme for child development, embracing industrial education, therefore,

Be It Resolved, That we, the parents of children, prefer the plans of trained men and women in preference to the "ideas" of untrained men who have no contact with school children.

NORTHWESTERN STATES.

OREGON.

SALEM. County Superintendent Smith was renominated by a vote larger than that of all other candidates. He is one of the ablest men in the state, but he has held the office longer than the political tradition would like if it could prevent it. Marion County has risen above politics in school affairs.

WASHINGTON.

ELLENSBURG. The State Normal school of this place celebrated its twenty-fifth anniversary from May 22 to 31. There were exercises of all desirable and delightful phases. It was a great occasion for the city as well as for the school.

SPOKANE. Orville C. Pratt, who succeeds B. M. Watson as superintendent of this city, has been among the younger educational leaders of Indiana. He is a graduate of Depauw University with post-graduate work at Chicago and Columbia. His success as superintendent at Clinton, Indiana, led to his promotion to the same position in Wabash, where he remained for five years. He has been identified with several important state professional committees and has been identified with many movements for educational progress. He has been a man to accept opportunities for service rather than to seek honors. He had just been elected as dean of education at Depauw University when he was elected superintendent in this city at a salary of \$4,800.

There are 1,000 boys and young men in this city who have learned to swim in the Y. M. C. A. classes this season.

DISTRICT OF COLUMBIA.

WASHINGTON. The board of education approved the bill for a teachers'

retirement fund, which was presented to the board for its approval by the committee on teachers' retirement. The bill, as approved, will be sent back to the committee, which body will send it to Congress for action.

The bill directs that beginning with July 1 next following the passage of the act, there shall be deducted and withheld from the salary of every teacher in the public schools of the district, an amount, which, at four per cent. interest annually, will be sufficient to purchase from the United States under the provisions of the act, an annuity, payable monthly for life, for every teacher arriving at the retirement age. This age is fixed at sixty-two by the provision of the bill.

Roy C. Claffin of Technical High School was chosen president of the Washington High School Teachers' Union.

Other officers named were: William J. Wallis, Eastern, vice-president and chairman of the legislative committee; George J. Jones, Central, secretary; George R. Devitt, Western, treasurer; Olaf Sangstad, Technical, guardian; Miss Genevieve Marsh, Technical, chairman of the membership committee; Mrs. F. H. Rogers, Wilson Normal, chairman of the financial committee; and members of the committee on delegates to the American Federation of Labor, L. V. Lampson, Central, chairman; Reuben Fink, business; George R. Devitt, Western; J. J. Rothermel, Eastern; and J. R. Wilson, technical.

President Claffin, in his speech of acceptance, declared that the union has not been formed to kick against present conditions in the schools, yet it would work for the pensioning of teachers and other reforms which may be thought necessary.

He urged co-operation among the teachers, 123 of whom have already joined the union, and stated that if this co-operative spirit is maintained, the organization can be a source of benefit both individually and collectively. President Claffin declared that there is absolute harmony between the teachers and members of the Board of Education and that this should be maintained.

Delegates will be sent from Washington to the meeting of the American Federation of Teachers in New York.

One of the first actions of the new union was the endorsement of the request of janitors of the public schools for more pay.

While no regular meeting of the union will be held until next fall, the executive committee will meet every two or three weeks throughout the summer. Each of the high schools will name one member for the executive committee, and this body will then work for the enactment of the teachers' pension plan which was recently adopted by the Board of Education.

The American Federation of Labor has announced that it issued a charter to the American Federation of Teachers as an affiliated organization. This action was taken on May 10. A few days later, the local high school instructors asked for a charter as a member of the teachers' organization, of which Charles R. Stillman is president and Miss Margaret Snodgrass the secretary.

The Week in Review

Continued from page 733.

of late, indicating that Germany is keeping her promise to the United States. The American steamer Seaconnet, however, which was bound for London with a cargo of lumber, was wrecked by an explosion about sixty miles east of Yarmouth, on June 18, and went ashore on the Scrooby Islands. She was flying the American flag, and had the flag painted on each side of her bow. She was beached with difficulty, and her crew were taken off in lifeboats. As usual, there is a question whether she was sunk by a mine or a torpedo, but the portions of metal recovered indicate that she was torpedoed.

TRADE RELATIONS AFTER THE WAR.

It is significant that, while there is no authoritative discussion of peace conditions in any of the European capitals, the question of trade relations after the war is not only a matter of discussion, but of definite arrangement. This is the import of the recent economic conference at Paris, at which all of the Allied Powers were represented by members of their Cabinets. The Allies do not intend to leave the way open for Germany to obtain any commercial advantages after the war. They have agreed to carry on joint action in restoring industry, agriculture and merchant fleets; to band together as far as possible in their natural resources; to fix a period of time during which enemy commerce shall be subject to special rules and prohibitions; to secure complete independence from enemy countries relative to raw products and manufactured goods; and to adopt subventions and advances for the promotion of their industries. These plans, so far as they may be carried out, look to a certain commercial isolation of Germany, and a commercial federation of the Allied States.

Reports and Pamphlets

- "Handwriting of Iowa School Children." By Ernest J. Ashbaugh. 25 pages. Bulletin of State University of Iowa, Iowa City.
- "The Modern Schoolhouse on the Unit Plan." By R. W. Corwin, assisted by Superintendent J. F. Keating and Dr. Walter Morritt. 60 pages. Pueblo, Colo.
- "Modern Schools for New York City." A study showing what is being done for child welfare in six districts of New York City and possibilities of building up a "Child World," through the work-study-play plan of organization. Report of the Education Committee of the Woman's Municipal League of New York City. Compiled and arranged by Agnes de Lima, chairman of education committee.

TEACHERS' AGENCIES

TELEPHONE communication regarding vacancies to be filled at once is always most satisfactory. A good example is the appointment at Lion for history in the high school at \$850 of a Syracuse graduate with three years' experience, the last two in Ohio. On June 7 Superintendent Schwartz called us on **APPLICATION** of a candidate for this position. We the telephone asking for the immediate **APPOINTMENT** called up Miss —, who had been in to re-register only the day before, arranged with her to visit Lion the following day, and calling Mr. Schwartz recommended her by telephone, sending also written record by mail. In a few days we were informed of her election—both for her and for us an easy method of

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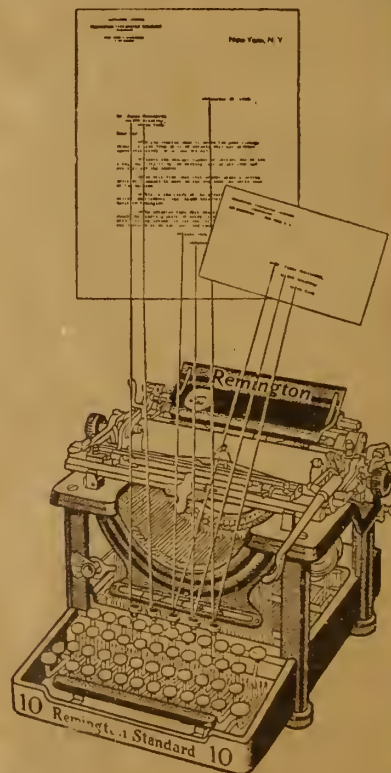
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